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ABSTRACT

Presented is volume 2 of the report on a preschool handicapped project with six objectives--to create public awareness on available services; to identify and locate all handicapped children, ages 0 to 4 years, 7 months; to provide diagnostic evaluation services; to provide preschool programs as a special target area; to develop and maintain a child tracking system; and to provide resource information to all agencies and individuals concerned with child welfare. The second volume contains appendixes which cover the following topics: procedures for reporting student progress, evaluation visits and reports, results of the project's location and identification phase, parent training sessions, Project Connect, and the final budget status. The bulk of the document consists of the progress results of children enrolled in the project's self-contained, hearing impaired class. (SB)

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FINAL REPORT

EVALUATIVE FINDINGS ON "A PLAN FOR INITIATION OF SERVICES TO HANDICAPPED CHILDREN NOT PREVIOUSLY SERVED" : A PRESCHOOL PROJECT OFFERING AWARENESS, EVALUATION, CHILD TRACKING, AND EDUCATIONAL SERVICES

Vol. 2 of 2

MONTGOMERY COUNTY INTERMEDIATE UNIT 23
Dennis U. Harken, Ph.D., Executive Director
Lester Mann, Ph.D., Director of Special Education
Robert H. Leiss, Ed.D., Assistant Director of Special Education
Barton B. Proger, Ed.D., Coordinator of Federal Projects in Special Education

EC091090

APPENDIX S

PROCEDURES FOR REPORTING STUDENT PROGRESS

Leiss 137

MONTGOMERY COUNTY INTERMEDIATE UNIT
Special Education Center
1605-B WEST MAIN STREET, NORRISTOWN, PENNSYLVANIA 19401 PHONE 215-539-8550

March 18, 1976

TO: Mrs. Janet McBride, Supervisor of Hearing Impaired

FROM: Barton B. Proger, Coordinator of Federal Projects in Special Education

RE: Reporting Used in Title VI-B Preschool Hearing Impaired Class

For quite some time now I have had all good intentions of putting my reflections upon current reporting procedures in writing to you. For the long delay in getting back to your request for my reactions, I apologize. I would like to arrange a meeting with you to discuss in detail the project monitoring activities. At the same time I am giving you my reactions below, I am enclosing the original folder of report materials you gave to me.

My first series of questions revolve around how the information on the December, 1975, reports were conveyed to the parents. Were there any parent conferences specifically dealing with the content of these reports? If so, how was the general interpretation framework presented? If a face-to-face conference was arranged, how detailed did Kathleen Backus and/or you become in explaining specific patterns of progress? How did the parents react to the feedback in either written and/or verbal format? How does Kathleen feel about the continued use of the Schaumburg approach next year?

My second series of questions revolve around the general measurement procedures themselves. Why was the Schaumburg approach selected? Were the many other early childhood developmental measurement systems pitted against the Schaumburg materials before they were put into use? I have some ideas in this area, but I first would like to know what the background was?

Third, in terms of my personal reactions to the current reporting procedures, I am generally favorable. For one thing, the approach you are using is criterion-referenced (CRM) in nature rather than normative, and you always strike a happy note in my heart when you go this route. Whether or not this is the most appropriate (CRM) approach is a totally different question, and we would need a good deal more thought on this. The graphical presentation has on the surface of it a pleasing conciseness, but I question the arrangement of numbers and all that this implies to the lay reader. (I am currently working on a similar graphical reporting system for our SMR/PMR classes that I think has carryover value to your particular setting, but we would have to explore this in greater depth.) The one-page blurb (narrative explanation) that apparently accompanied the December, 1975, mid-year reports was written at a nontechnical level that I believe parents could understand; a few modifications could be made for future use. I was very much favorably impressed with the "Specific Topics Worked On: October-December, 1975." Last year the project used a type of anecdotal/case-history reporting that was also CRM of sorts, but your current version in my opinion is much more on the mark. The general phrases used as lead-ins and then the specific feedback under each blurb is a beautiful example of CRM reporting; you have used a flexible but still structured format for your thoughts. Conveying the progress amidst a desperate set of activities as are involved in early childhood education is difficult, and I think the project has done a commendable job here.

SPECIAL EDUCATION-BLUE LINE COMMUNICATION

Finally, I request that we meet as soon as possible on two topics. First, I would like to discuss the above thoughts more fully and to suggest possible changes. Second, I would like to revive our earlier series of meetings on developing the language sample measurement kit. Can you arrange with Judy Rizzo some dates in the near future at your convenience?

Thank you for allowing me the opportunity to look at these materials. I am impressed.

Enclosures

cc: Dr. Mann
Dr. Leiss
Ms. Backus

8

Mid-Year Reports December, 1975

What I want to do is tell you what kinds of things we do in class and the progress I have documented by my observation. This could amount to a simple test of asking what color is this to my jotting down an anecdotal happening such as "Johnny ran and pointed to a picture of a rabbit as we were playing with one." What you see here is what we have hit upon; it does not mean that this is all your child can do or that he was not already able to do it. All it says is that he is able to do a particular thing now. These reports are what I see in the classroom. It does not speak for what the child does in other situations.

Many of these skills are being reinforced if your child had them before. Also they are on-going. For instance, a child will continually be working on comprehending 2-3 word language. Once he understands a few constructions, we cannot say he has mastered this level. His range is always growing.

In general, confidence is growing along with participation and attention. The children are a close group and enjoy each other; occasionally, they all play together in one thing on one's lead. Our days at Lansdale move in a general structure but according to how I read their interest to be. At Hobbit House, they are more subject to our necessary routine. Both places are providing the children with a year of exposure to experiences and concepts.

Jennie E. Swanson, Director

Leiss COMMUNITY CONSOLIDATED SCHOOL DISTRICT 54 [illegible] 140

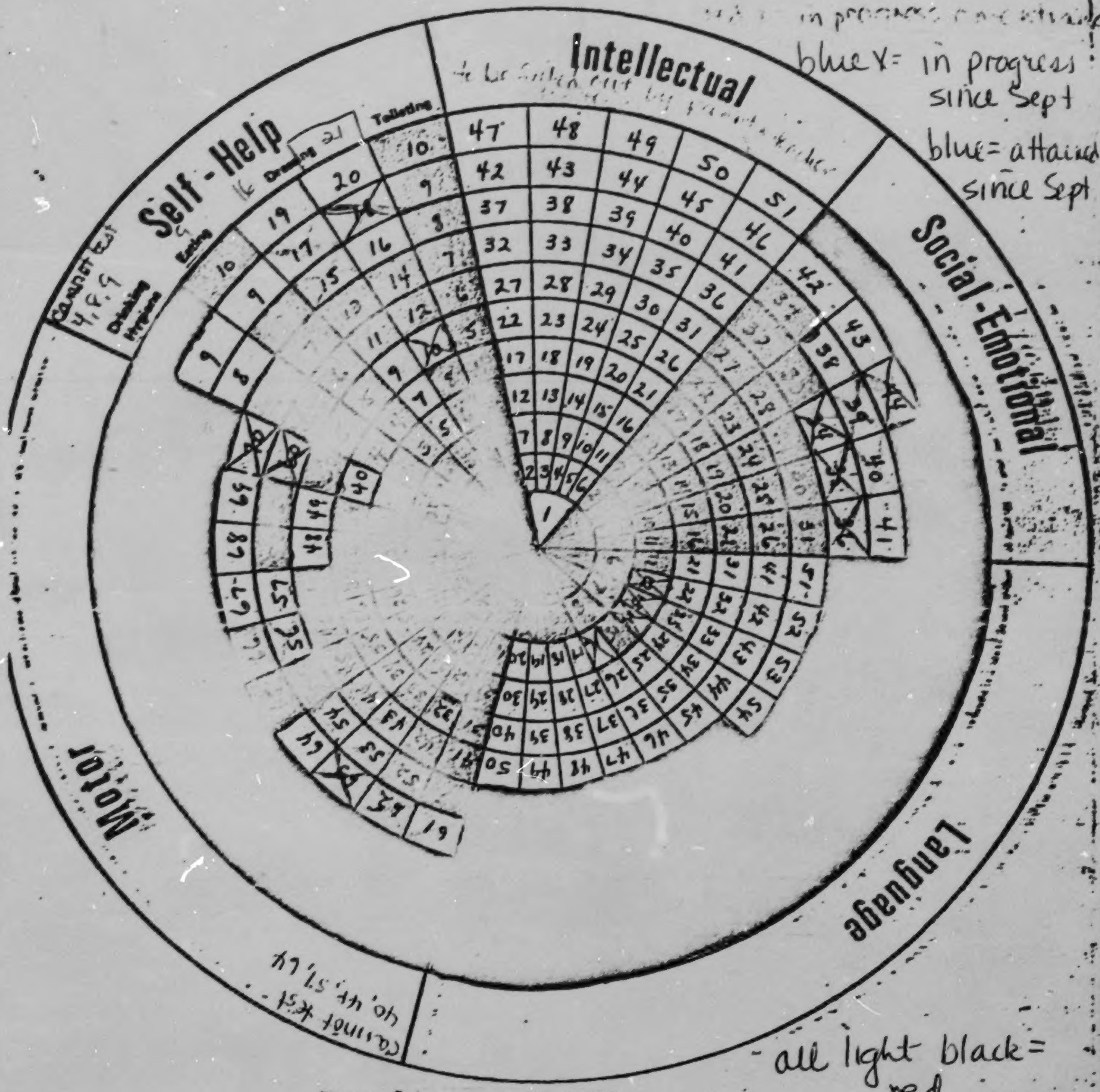
804 W. Bode Road

Schaumburg, Illinois 60172 [illegible] attained [illegible]

[illegible] in progress [illegible]

blue X = in progress since Sept

blue = attained since Sept



all light black = red

Developmental Milestones

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RI.R. & Ro.R.

SPECIFIC TOPICS WORKED ON - OCTOBER - DECEMBER 1975

1. season of fall

   words and phrases used: squirrel, nut, leaf, tree
   changing colors, hiding nuts,
   leaves falling

   Ri points to and names the above words, as does Ro. They participated in games of hiding and counting nuts, we took walks and talked about the actions of squirrels and the leaves falling. They both seemed very interested in our exploring.

2. Concept of big, little, then little, bigger, biggest

   Both sorted little and big objects and followed directions to draw little and big circles.

3. firemen

   call the fireman, climb up the ladder

   During Fire Prevention Week, we saw the fire trucks come to Hobbit House. Also, we had explanations of what fire is and its effects on us, the need for firemen and what the job is.

4. alphabet

   Both identify and name all of the letters. Ri was hesitant on x, m and w, so we went over these. Ro. copied his name Dec. 11. We talked about words starting with a certain letter.

5. body parts and awareness

   Both identify parts of the face and major body parts.

6. shapes

   They identify and name the 4 shapes - circle, triangle, square and triangle. We found shapes in things around us.

SCHAUMBURG EARLY EDUCATION CENTER
SEEC
NEIL ARMSTRONG SCHOOL
155 N. Kingsdale Avenue
Hoffman Estates, Illinois 60172

LANGUAGE MILESTONES

Pre-Linguistic

1. Gurgles
   Grunts, gurgles, sighs, and whimpers.

2. Differentiated Cry
   There is a different cry for a specific discomfort (wet, hungry).

3. Localization - Vocalization
   The child follows a familiar sound and starts babbling.

4. Differentiated Awareness
   The child is aware of a familiar person's voice when the person is out of sight. (He may react to whether the voice is angry or friendly.)

5. Babbling
   The child uses a variety of sounds to entertain himself.

6. Early Understanding of Language Criteria
   The child reacts to his own name, raises his arms to show understanding of "come up", and may look at daddy when he's named.

7. Understands and Reacts to Words and Gestures
   The child reacts to "no-no", "hot", and "bye-bye". The parent may use a gesture for him to understand and in order to get the desired action.

8. Word-like Syllables
   The child says syllables that sound like a word or baby talk. He tries to name familiar objects and imitates a normal melody pattern. (This may be only one or two syllables or a long string of syllables.)

9. Adjusts to Commands
   The child knows what "come here", "sit down", and "don't touch" mean and usually follows the command.

10. Jargon/Activity
    The child is playing actively and carries on an unintelligible monologue about his activities. The child imitates sounds.

11. Meaningful Gesture
    The child uses a gesture to indicate his wants. (For example - to go outside, to go to the bathroom, to say he is hungry.)

Level II

Primarily Single Words

12. More (Recurrence - Another Instance)
    The child says "more" when he wants something to happen again or to simply comment on something that has already happened.
    For example: The child is eating a cookie and wants another one, so he

APPENDIX T

EXTERNAL, ON-SITE EVALUATION VISIT

Leiss 144

MONTGOMERY COUNTY INTERMEDIATE UNIT
Special Education Center
1605-B WEST MAIN STREET, NORRISTOWN, PENNSYLVANIA 19401 PHONE 215-539-8550

SPECIAL EDUCATION-BLUE LINE COMMUNICATION

May 11, 1976

Ms. Elaine Gilvear
Advisor in Federal Projects
Division of Special Education
Bureau of Special and
Compensatory Education
Department of Education
Box 911
Harrisburg, PA 17126

Dear Ms. Gilvear:

On May 3 and 4, 1976, the Title VI-B preschool project (No. 48-05023-46-380) was visited by an on-site evaluation team consisting of Mr. Carl Dunst and Mrs. Judy Pfeffer, under the direction of Mr. Noor Khan of the Institute for Education Research. As you were aware from my letter of April 12, 1976, to Mr. Khan, we had some misgivings about the manner in which the fall, 1975, phase of the third-party evaluation process was carried out. We were particularly concerned about the lack of open-ended discussion time above and beyond the standard format of the questionnaire and structured interviews.

I wanted to inform you that we were very impressed with the ways in which Mr. Khan had modified the spring, 1976, on-site evaluation. A large amount of time was reserved for discussing in an informal way the manner the many items that might not have been part of the regular IER questionnaires. Regardless of what findings IER comes up with for the spring, 1976, phase and the entire year itself, we feel we have been given a fair chance at having all our views heard. Al of our staff were particularly impressed with the manner in which Mr. Carl Dunst and Mrs. Judy Pfeffer conducted themselves.

For projects that are primarily service-oriented (as opposed to research), we believe an on-site evaluation visit is the most approrpiate way of assessing strengths and weaknesses. We hope the third-party evaluation system can continue.

Sincerely,

Barton B. Proger

Barton B. Proger, Ed.D.
Coordinator of Federal Projects
in Special Education

BBP:jar

cc: Dr. Harken
Dr. Mann
Dr. Leiss
Mr. Khan
Mr. Dunst
Mrs. Pfeffer
Mr. Thornton

MONTGOMERY COUNTY INTERMEDIATE UNIT
Special Education Center
1605-B WEST MAIN STREET, NORRISTOWN, PENNSYLVANIA 19401 PHONE 215-539-8550
SPECIAL EDUCATION-BLUE LINE COMMUNICATION

April 12, 1976

Mr. Noor Khan
Institute for Educational Research (IER)
Research and Evaluation Department
1000 Professional Building
1831 Chestnut Street
Philadelphia, Pa. 19103

Dear Mr. Khan:

I spoke to you this afternoon regarding the schedule of activities during IER's spring, 1976, on-site evaluation visit. During our conversation, I also brought up the matter of our concerns regarding some of the procedures used during the fall, 1975, on-site visit. I was pleased to hear that you feel you can accommodate our concerns in various ways during the spring, 1976, on-site evaluation. The purpose of this letter is to reiterate my understanding of our conversation.

There appear to be five main concerns of the various project and Intermediate Unit staff members associated with Title VI-B Project No. 48-05023-460-380, only the first three of which I had time to discuss with you briefly by telephone today. First, and most importantly, we felt that the format of the structured interview/questionnaire was followed too rigidly with little opportunity for elaboration or open-ended comment. As you explained to us, we can appreciate the need for standardized data collection techniques and the press of time to examine as many details as possible, but we definitely felt that a number of important nuances were omitted by what appeared to be a lock-step approach. From our conversation today, I understand that you could allow us as much elaboration as possible after completing the required questions in the prescribed fashion. I was pleased to hear this.

Second, and perhaps a subset of the first point, we would like to see more time devoted to the thoughts of the several staff members either employed by, or associated with, the project. In particular, we would like to see more time devoted to the open-ended thinking on strengths and weaknesses by the hearing impaired class teacher, by the hearing impaired class supervisor, by the case manager, by the information manager, as well as by the project director and myself. If I understood you correctly, you said you have a set number of questions for certain of the above categories of staff that must be covered. However, you implied that assuming the basic core of items was covered, you could allow open-ended discussion after that point, as time permits. Again, I was pleased to hear this.

Third, most of us associated with the project were surprised at the amount of weight given to our project's contact with Project ALPHA, apparently operated out of the Division of Special Education. We thought we had made it clear prior to the fall, 1975, on-site visit that we did not have operational contact with Project ALPHA. However, when I spoke with Mrs. McBride last week about this matter, I did learn that we apparently were contacted by Project ALPHA at one point but that we opted not to engage in that program. I now understand from you that IER was required by the Department of Education to also evaluate Project ALPHA and that every Intermediate Unit on ALPHA's tentative service list had to be questioned in this regard. At any rate, I believe you stated that the questions on this topic could be kept to a minimum, since they do not have relevance for us to begin with. Again, I am satisfied with this arrangement. The remaining two topics were not discussed in our telephone conversation of today, but I feel it important to bring them to your attention nonetheless.

Fourth, we are hoping that whoever serves as evaluators during the spring, 1976, visit will read the project application carefully so that the specific nature of Montgomery County's program will be grasped. In the verbal exchanges of the fall, 1975, visit, it was felt by project staff that some of the major thrusts of this project as well as the constraints under which it operates were not fully understood.

Fifth, the content of the evaluation report of fall, 1975, was somewhat puzzling. For one thing, a recommendation was made relating to, in effect, homebound instruction, which was not used at all the present project year. As another example, recommendations were put forth to make some structural changes in the Gwynedd-Mercy College facilities; since we do not own them, we feel at a loss to carry out any such suggestions. In other words, a number of the recommendations were simply impractical or inappropriate. However, other types of on-target feedback definitely would be welcomed.

In conclusion, I wish to thank you for the straightforward way in which you discussed our concerns with you. I felt our telephone conversation of April 12, 1976, was very profitable in working out a resolution on some of these points. We look forward to your visit and welcome whatever constructive feedback IER can offer. If you have any questions, please contact me.

Sincerely,

Barton B. Proger

Barton B. Proger, Ed.D.
Coordinator of Federal
Projects in Special Education

BBP/mcm

cc: Dr. Harken
Dr. Mann
Dr. Leiss
Mr. Shiery
Mrs. Kauffman
Mrs. Gerhard
Mrs. McBride
Mrs. Bachus
Ms. Kern
Mr. Thornton
Ms. Gilvear

October 28, 1975

Mr. Carl E. Thornton
Federal Programs Advisor
Division of Special Education
Box 911
Harrisburg, Pennsylvania 17126

Dear Mr. Thornton:

I am writing in response to Dr. Moody's memo of October 17 in which he requested that each intermediate unit designate one professional person on our staff to be responsible for communications and coordination of the Title VI evaluation effort. The contact person for the Montgomery County Intermediate Unit will be Dr. Barton Proger, Special Education Center, 1605-B West Main Street, Norristown, Pa. 19401. Please contact Dr. Proger directly when communications on this effort are needed.

Sincerely,

Dennis Harken
Executive Director

DH:gm

OA-501 Leiss

148

COMMONWEALTH OF PENNSYLVANIA

October 17, 1975

SUBJECT Third Party Evaluation of Title VI-B Programs

TO Intermediate Unit Executive Directors cc: Intermediate Unit Special Education Directors

FROM Ferman B. Moody FBM
Director
Bureau of Special and
Compensatory Education

An evaluation of programs supported by federal funds is required in current federal regulations for the handicapped.

The EHA, Part B projects for handicapped children will be evaluated by the Division of Special Education through the third party evaluation method. The Institute of Educational Research will conduct the on-site visitations for the Division of Special Education.

The purpose of the evaluation system is to assess the effectivenss of the projects and to identify strengths and weaknesses of project activities that can be used to assist you in improving the quality of special education services to handicapped children. The results of the evaluations will be made available to you and should be of value in planning and implementing programs to meet the new legislation for the handicapped at both the state and local levels.

This school year, it is anticipated that each program will be visited twice by evaluators from the Institute of Educational Research. The first visit to projects will be conducted during November, December, and January. The recommendations and observations of this visit will be communicated to you by the Division of Special Education in March, 1976.

A second visit to projects will be made during the months of April and May 1976. This on-site visitation will result in a final evaluation report, which will be made available to you during the summer of 1976.

The staff of the evaluation agency will collect data and make observations, but will not make any changes in programs during these on-site visitations.

So that communications can be coordinated to the benefit of all, I am requesting that you designate one professional person on your staff to be responsible for communications and coordination of this effort. Therefore, I have designated Carl Thornton of my staff to coordinate this activity at the state level.

The name of the person who will fulfill this role in your Intermediate Unit should be communicated to Mr. Thornton by October 29 at this address:

Mr. Carl E. Thornton
Federal Programs Advisor
Division of Special Education
Box 911
Harrisburg, PA 17126
(717)787-7459

If you have any further questions regarding this evaluation process, please call Mr. Thornton. We appreciate your continued cooperation in this important endeavor.

APPENDIX U

EXTERNAL EVALUATORS' REPORT

OA 801 [illegible] Leiss

COMMONWEALTH OF PENNSYLVANIA
151
March 5, 1976

SUBJECT Interim Evaluation Report of Title VI-B Programs

TO Executive Director
Special Education Director
Contact Personnel for Title VI-B

FROM Gary J. Makuch, Director Gary J. Makuch
Bureau of Special and Compensatory Education

The information in this interim evaluation is provided to aid in internal program improvement in each intermediate unit operated Title VI-B program. Fiscal resources or continuation of project programs is not determined by this report.

It is anticipated that this interim report will provide direction in project administration and operation as well as recommendations for programming that are practical and feasible. Some of these recommendations may be able to be implemented before the on-site visitations that are to be scheduled in April and May.

The final evaluation report will be distributed to intermediate units after June 30, 1976. The final report will be similar in format to this interim report but, in addition, will reflect significant program progress made between the two on-site visitations.

Please check the interim report for accuracy of data and information provided by your intermediate unit. Corrections and any comments concerning the interim report should be directed to Mr. Carl Thornton of my staff.

Carl E. Thornton
Federal Programs Advisor
Division of Special Education
Box 911
Harrisburg, Pennsylvania 17126
(717) 787-7459

B.S.C.E. Project # 48-05023 **Project Funds $150,000.**

Project Title: A Plan for Initiation of Services to Handicapped Children

Local Educational Agency: Montgomery County Intermediate Unit 23
6198 Butler Pike
Blue Bell, Montgomery Co., Pa. 19401

Project Administrator: Dennis Harken

Project Director: Robert H. Leiss

Contact Person: Barton Proger

Project Locations:

1. Gwynedd Mercy College
   Gwynedd Valley, Pa.
2. Lansdale Speech and Hearing Impaired School
   800 South Broad
   Lansdale, Pa.

Number of Children:

Projected to be Identified	284	Actual Identified	15
Projected to be Evaluated	120	Actual Evaluated	1
Projected to be Served	8*	Actual Served	9

Breakdown of Children by Exceptionality and Age

	AGE (years)	
Exceptionality	Projected 3-5	Actual 3-5
Hard of Hearing	8	8
Speech Impaired		1
Totals	8	9

Racial Breakdown:

White	Negro	American Indian	Oriental	Spanish Surname
9				

*"Projected to be Served" indicates the number of children expected to be part of a preschool educational program, in this case, a class for hearing impaired.

B.S.C.E. Project # 48-05023

Project Objectives:

1. A child tracking system.
2. A public awareness campaign.
3. Identification of all handicapped children.
4. Diagnosis and evaluation of same children.
5. A program for 8 preschool hearing impaired children.
6. A language stimulation program for 300 parents of handicapped children, all exceptionalities.

OVERALL PROJECT OBSERVATIONS AND RECOMMENDATIONS

INTERMEDIATE UNIT 23

PROJECT ADMINISTRATION:

Although much is to be overlooked in any operation that is embryonic, the project director is aware of the project objectives, but better communications must be established between the I.U. administration, the project director, and the project staff. The newly-hired case and information managers, although somewhat aware of their respective functions and responsibilities, need direction and training to perform effectively. Project staff, including teachers, at Hobbit House and Lansdale work effectively together in coordinating program activities and are aware of the project objectives and expected outcomes.

The project is meeting its objective of providing a program for eight pre-school hearing impaired children very well. The other five objectives listed in the proposal are in the process of either being initiated or implemented and need time and the experience factor to be evaluated.

PROJECT OPERATION:

Hobbit House has integrated four hearing impaired children into a class of thirty on Mondays, Wednesdays, and Fridays and the other four children (also hearing impaired) on Tuesdays and Thursdays. This is an excellent concept, and the implementation is very effective and positive.

Seven of the eight children receive personal instruction in Lansdale on the afternoons when they are not at Hobbit House. Although instruction at Lansdale has a positive effect on the children, the staggered sessions may be a disadvantage due to lack of continuity at Hobbit House.

Children in this classroom situation are benefitting more by wearing their own prescribed amplification systems, and the interaction among those children creates more verbal stimulation as compared to the "contained" classroom of an ELFA system.

All new mothers (involved with the program beginning this year) meet at school once a week for a conference with the project staff. Other mothers (after one year in the program) come to the project location on occasions when a special speaker is scheduled to talk. These parents are very well-informed about their children's handicapping conditions, and in-service training is provided in these sessions to extend the therapeutic services of the classroom to the home. Much of the success of this program depends upon the consistency of approach in the classroom as well as at home. The parent training is a highly beneficial adjunct of this program.

INTERMEDIATE UNIT 23

INSTITUTIONAL CHANGES:

Hobbit House:

a. Gate across stairway should be installed.

b. Fenced-in playground.

c. Smaller (child-size) toilets should be installed.

d. Change dramatic play area to small room left of entering in the hall, and make large room the main area of learning.

RECOMMENDATIONS:

1. Better communication between I.U. administration, project director, and project staff should be developed.

2. Responsibilities of case and information managers should be developed and clearly defined.

3. Better relationships with outside agencies should be developed, and all available local resources should be utilized.

4. An intensive public awareness campaign should be conducted throughout the area served.

5. There is a need of a well-developed and more cohesive plan for what is to be accomplished.

6. Homebound teaching should be provided for children in outlying areas.

7. Arrange for more individualized training (one on one) within the integrated program. Have all hearing impaired children attend Hobbit House each day with last hour or extra hour spent with specialist at the same site. Reduce the number of hearing impaired children in the class to allow them more time. This would allow hearing impaired children to enjoy a full week's program and also receive the same individual attention from the specialist that they now receive at the Lansdale school.

8. More educational toys and chairs and desks are needed at Hobbit House and Lansdale school.

9. Program and services should be expanded to meet the needs of the community and the target population.

10. Transportation, if possible within the budgetary constraints, should be provided.

QUALITY OF SERVICES PROVIDED FOR THE HANDICAPPED, AS DETERMINED BY THE PROJECT PERSONNEL AND THE EVALUATORS

TYPE OF STUDENT SERVED	NUMBER OF STUDENTS	QUALITY OF SERVICES IN RELATION TO THE NEEDS IN EACH TYPE OF HANDICAP		
		EXCELLENT	ADEQUATE	LESS THAN ADEQUATE
Trainable Mentally Retarded				
Educable Mentally Retarded				
Learning Disabled				
Emotionally Disturbed				
Other Health Impaired				
Crippled				
Visually Handicapped				
Deaf-Blind				
Deaf	8	X		
Hard of Hearing				
Speech Impaired	1	X		
Other, Specify				

EFFECTIVENESS OF PROGRAM IN MEETING THE NEEDS OF THE HANDICAPPED AS DETERMINED BY PROJECT PERSONNEL AND THE EVALUATORS

NEEDS OF HANDICAPPED	APPLIES	DEGREE TO WHICH NEEDS OF HANDICAPPED ARE BEING MET		
		GOOD	ADEQUATE	NEEDS IMPROVEMENT
1. To identify Handicapped, Pre-School children	X	X		
2. To Provide Diagnosis and Assessment of Pre-School Handicapped Children	X		X	
3. To Reduce Handicap				
4. To Improve Readiness for School	X		X	
5. To Enhance Fine/Gross Motor Skills and Develop Large/Small Muscle Coordination				
6. To Increase Language Growth and Communications Skills	X	X		
7. To Improve Conceptual ~~[illegible]~~ Skills	X	X		
8. To Decrease Dependence in Personal Care and Increase Self-Help Skills	X			X
9. To Enhance Social Development (By providing group experience.)				
10. To Increase Learning Readiness	X		X	
11. To Provide Information Concerning Handicapped Children Upon Entering School	X	X		

EFFECTIVENESS OF PROGRAM IN MEETING THE NEEDS OF THE HANDICAPPED AS DETERMINED BY PROJECT PERSONNEL AND THE EVALUATORS

		DEGREE TO WHICH NEEDS OF HANDICAPPED ARE BEING MET		
NEEDS OF HANDICAPPED	APPLIES	GOOD	ADEQUATE	NEEDS IMPROVEMENT
12. To Counsel Parents in Understanding and Accepting Handicap	X		X	
13. To Develop and Individualized Program of Activities for Parents to Continue at Home	X	X		
14. To Help Parents in Planning Educational Program for Their Handicapped Children	X		X	
15. To Maintain Liaison with Community	X		X	
16. To evaluate Progress of Children in Project	X	X		
17. OTHERS, SPECIFY:				
To provide continuous Tracking	X	X		
18. To Retrieve student Information for Follow-up	X	X		

APPENDIX V

RESULTS OF LOCATION AND IDENTIFICATION PHASE

Leiss

160

MONTGOMERY COUNTY INTERMEDIATE UNIT

Special Education Center

1605-B WEST MAIN STREET, NORRISTOWN, PENNSYLVANIA 19401 PHONE 215-539-8550

SPECIAL EDUCATION-RED LINE COMMUNICATION

MEMORANDUM

TO: DR. ROBERT H. LEISS

FROM: BONNIE E. CARR, INFORMATION MANAGER, TITLE VI

DATE: AUGUST 10, 1976

As of August 1, 1976 we have identified a total of 204 preschool handicapped children. The August tally, attached, includes 11 children seen since July 1, 1976.

The number of children identified during fiscal year 1975-1976 is 187.

176	tallied
9	Lansdale Hearing Impaired program
1	Gifted
1	Hearing Impaired/no birthdate
187	Total

122 families were seen by the Casework Manager.
65 families made no response to our letter.

Since July 1, 1976 -- 17 children identified

11 have been seen by the Casework Manager.
6 have not yet responded to our letter.

BEC/cs

Leiss

PRESCHOOL AS OF August 1, 1976

AGE LEVEL	STATE APPROVED PRIVATE SCHOOL										UNDERSERVED											UNSERVED										
	MR			PH	BI	VI	HI	S & LI	S & EI	MH	MR			PH	BI	VI	HI	S & LI	S & EI	MH	UNDETERMINED	MR			PH	BI	VI	HI	S & LI	S & EI	MH	UNDETERMIN
	TMR	EMR	PROF								TMR	EMR	PROF									TMR	EMR	PROF								
0 - 1																									2							
1 - 2											4										1	2	1					2				1
2 - 3				1	1		2			1	6				1						1				1		1	5				
3 - 4				3	6		2	1	1		3				2	1		4			1				1		1		5			4
4 - 5		2		2	17	2		6		1	2				2			1	1		3		1		1	1	1	2	5			2
5 - 6				3	10		1	1	1	2	2					1		1					1			2	2	2	3			
6 - 7				3	13		2	[illegible]														1										
7 - 8				2	4		1																									
8 & OVER					2																											TOTAL 126

HEARING IMPAIRED - LANSDALE PROGRAM

J. McBRIDE - TOTAL 9

1 Gifted 4-5 y.o.
1 H.I. no B.D.

Letters sent [illegible]/August -6

161

126

Leiss

162

MONTGOMERY COUNTY INTERMEDIATE UNIT
Special Education Center
1605-B WEST MAIN STREET, NORRISTOWN, PENNSYLVANIA 19401 PHONE 215-539-8550

May 11, 1976

Mr. Noor Khan
Institute for Educational Research
Research and Evaluation Department
1000 Professional Building
1831 Chestnut Street
Philadelphia, PA 19103

Dear Mr. Khan:

As per your telephone request of May 7, 1976, I am responding to your need for anonymous racial/ethnic data on the preschool handicapped children being served under Title VI-B Project No. 48-05023-46-380. Of the 158 children recently reported on the forms given to us during the on-site evaluation visit (May 3 and 4, 1976), the following breakdown is what you need:

White	144
Negro	10
Am. Indian	2
Oriental	0
Sp. Surname	2
Total	158

Should you have any further questions on this data, please contact me at your convenience.

Sincerely,

Barton B. Proger

Barton B. Proger, Ed.D.
Coordinator of Federal Projects
in Special Education

BBP:jar

cc: Dr. Mann
Dr. Leiss
Mrs. Simons

APPENDIX W

PROGRESS RESULTS OF CHILDREN IN SELF-CONTAINED, HEARING IMPAIRED CLASS

SPECIFIC TOPICS WORKED ON JANUARY - MAY 1976

Dramatic play - The children were encouraged to act out the situations related to various concepts for their increased enjoyment of the story understanding of the concept which enabled the teacher to evaluate learning. Most importantly, it provided opportunities for the children to express themselves.

We acted out situations of going to the store; setting the table and serving dinner; the home activities of laundering, bathing, cooking, cleaning. Besides imitating the movements of animals, we showed the situation of a dog finding a home, the Easter Bunny hiding eggs. We did snowmen melting, mailman delivering letters, firemen responding to a call, policemen directing traffic, doctor helping patient. Nursery rhymes were included to provide the sing-song intonation and rhythm patterns in telling a story; and to exercise memory of sequence. We did Little Miss Muffet, Jack & Jill, Humpty Dumpty.

Auditory training - We did a lot of work in training our ears alone to pick out which word they heard and follow directions plus in listening to songs. We did several songs that told a story; the children would imitate to varying degrees by keeping time to the music. It reinforced their listening for the music stopping and starting and gave them some notion of the connection between the sequence in a story and music. They identified loud vs quiet music and could tell when the music stopped. We walked, marched, jumped, and flew to the music.

The children are old hands at games of responding on hearing their name and animal sounds. So we moved on to responding to a certain direction; they could differentiate among 10 instructions such as 'close your eyes' in a structured lesson. They could recognize by pointing to 1 of 3 pictures about 15 environmental sounds that I would make.

We touched on listening to tapes of stories with sounds but concentrated on the real phone. The children would respond to a ring by reaching for the phone. To varying degrees, we held the conversation of "Hello, What is your name, Are you happy, Goodbye." The phone itself did not transmit the sound; they watched listened directly to me but spoke into the phone.

We barely began clapping to the syllables in our names, awareness and imitation of movement, extension of sound, and running on cue of drum bang.

General Language Drill - Besides our new lessons, much repetition took place on language constructions that weren't covered specifically. Through incidental mention, we worked on the sentence What is your name and recognizing it in print; the children all can recognize their own and their classmates' names in print. The children heard first, second and third repeatedly. They were asked to repeat many of my sentences in lessons and there was considerable question form drill as "which one is not there, do we wear soap, how does he feel, etc."

Some/all - Given several specific examples, all of the children could demonstrate understanding of this concept & language by pouring some/all water into a container. However, carryover in other situations is not consistent; repetition of command is required.

Home - The children were exposed to language such as "home is the place you live, who lives here," the possessive John's home, as well as the individual words & phrases connected with home. There was exposure to the ideas that everyone has a home; it gives us shelter and is the place where we eat and sleep. Stories such as a dog finding a home reinforced a sequence of ideas. We talked about the different rooms in a house, their names and what we do in each. We went through the sequence of washing clothes and ourselves, cleaning the house. The children were introduced to the concepts that animals have a different home but the same needs as ours of food, water and shelter. We talked about pets, farm animals, wild animals and zoo animals and sorted them according to where they live. A.B. can answer the question "Where do you live?" by "in house". She answers with a phrase to "Where does the animal live?"

Post Office/Mailman - The children were exposed to the concepts that we all have an address, our house is on a street which has a name. We delivered letters to match our address and talked about the sequence of mailing a letter and acted it out.

Valentine's Day - We talked about the idea that we are friends and we love our friends and exchanged Valentines.

Policeman - The children were introduced to the concepts that he is our friend, he helps us when we are lost, what is means to be lost. We acted out being a policeman saying stop and go. We talked about the safety signs, traffic lights and all identified what green and red mean.

Feelings - To help the children identify their feelings and those of others, they were introduced to the vocabulary connected with physical and emotional feelings. The children can identify sad, happy, angry, tired, afraid faces and answer to the question are you hungry and thirsty. A.B. can answer the questions "Are you hungry and thirsty?" and she uses sad, happy, tired, afraid and hungry in spontaneous language.

Wind and air - We talked about the concepts that the wind is air, we have air in us, it moves things and makes things big.

Stars - The children were exposed to the concepts that the stars and moon came out at night and of the sun coming up during the day.

Growth - The children were introduced to the concept of plants growing from seeds and needing dirt, water, sun and air. We found seeds in fruits and vegetables and planted them. We explored the parts of the plant.

Easter - We talked about new plants, baby chicks and had stories of the Easter Bunny coloring and hiding eggs for children to find. We were rabbits with costumes hopping to music; we used eggs to strengthen understanding of the prepositions in, on, under, behind, in front of. We boiled and colored eggs.

Doctor & safety - We talked about the doctor being our friend; he checks us when we feel good, helps us when we are sick or hurt. We used doctor kits for examining and pointed out dangerous situations that would cause us to see the doctor. The children were quick to role-play the doctor and compassionate in treating each other. We acted out Humpty Dumpty in conjunction with the doctor unit. If one child was absent, the others could all respond "sick" to the question of where the child was.
A.B. uses sick, better, pill, bandaid and doctor spontaneously.

Mothers - We talked about all the things mothers do for us; we make presents to say thank you.

Zoo - The children were exposed to the concept of the zoo and names of its animals. We made cages and acted the part of the animals.

Farm - The children were exposed to concepts of the farm including animals that belong there, farm vs zoo animals, animal homes, what the cow and chicken give us. We identified the major animals, put them in their correct homes, sorted farm and zoo animals and answered questions like "who gives us milk" and "what do we get from the cow."
A.B. can answer both of these questions.

DEVELOPMENTAL AUDITORY TRAINING AND SPEECH SKILLS

(1) Awareness of whether sound is on or off
A.B. has played our game of walking when the music is on and listening for it to stop. She often turns when a sound occurs in the classroom. Obviously, she is aware of speech sounds since she responds by looking at the speaker or by answering. *Very quick at responding to music stopping and starting.

(2) Associates sound with meaning
In games with animal sounds, A.B. correctly points out the animal making the sound. She also often makes the beep beep sound of a truck during play. *Identfies additional environmental sounds.

(3) Discriminates name in structured situation
Yes, and also her classmates. In other situations, she nearly always hears her name, unless the noise level is too high.

(4) Discriminates phrases containing certain word differing in vowels
We worked specifically on e and o. In a lesson using the sentence "Give me the _____" A.B. responded correctly on all of the words. She also can point to many other words familiar to her without the use of signs. *General auditory vocabulary increase - identifies all colors auditorally.

(5) Discriminates common phrases
A.B. responds to "come here, drop, open and close the door, put it away, let's clean up, no, yes, sit down" and several other often-said phrases. *Increasing

(6) Discriminates new instructions or phrases
Most of these are accompanied by signs so it is hard to say what new instructions A.B. could figure out just by hearing them once. However, there have been times I have asked her to get something for me, not using signs for her specifically and she responded correctly.

*second half of year

(7) Attends to the verbal communication of others
A.B. has very good visual contact with whoever is speaking to her.

(8) Imitation of speech movement
A.B. imitates most vowels accurately and many consonants.

(9) Use of free vocalization
There is very good evidence of carryover of her repetitions of other's speech in her own spontaneous speech. She vocalizes frequently.

(10) Recognition of own voice
When A.B. is excited, she often laughs a little louder or makes different noises as a kind of playing. She monitors her voice when I say I can't hear her.

(11) Engagement in vocal play
Often while playing A.B. will talk to herself.

(12) Use of vocalization to communicate
Every communication A.B. makes is verbal.

*second half of year

(13) Shows inflectional patterns

A.B.'s speech frequently shows inflection which sounds very natural, especially in rising at the end of questions.

(14) Sounds and/or syllables used in from vocalization

A.B. uses all but a few consonant sounds.

(15) Use of utterance length variations in from vocalizations

A.B. varies her utterance between 2 and 3-4 words.

(16) Use of loudness level variations in from vocalizations

Usually her speech is at the same level, a bit louder than most conversations.

(17) Breath support and control in free vocalizations

A.B's ability to direct the air stream in blowing exercises is adequate. She needs work extending a single sound on one breath leading up to production of many syllables on one breath. Her vocalizations show adequate breath stream. *Although she blows air out the sides of her mouth which may cause short breaths, A.B.'s voice is pleasant and natural.

(18) Voice quality

---

*second half of year

(19) Breath grouping

Again, A.B.'s extension of breath carries the vocalizations she is making.

(20) Rate of speech

Sometimes her words get bunched up and it is too fast to understand but most of the time her rate is natural.

(21) Rhythm and accent

Most of A.B's. speech shows natural rhythm showing meaning. *She bobs her head to the rhythm of music.

(22) Imitation of vocalizations in regard to

length - she imitates a 4-5 word sentence
pitch - good imitation of higher pitches
intonation - good
loudness - good
rhythm - fair

*second half of year

MATH SKILLS

Although some children may have already attained some of these math skills, we began here with the fundamentals. These concepts are used constantly and in new instances so they may always be reinforced. The children have been exposed to vocabulary and skills 1-9 incidentally, not specifically, but for 1, 2, 4, 5.

(1) Understanding and use of up, down, above, below, top, bottom
A.B. uses up, down, top in spontaneous language correctly
May - A.B. has added under and over to her language correctly.

(2) Understanding and use of same/different concept
A.B. uses same in her language.

(3) Understanding and use of tall, short, longer, shorter concepts
A.B. uses long in her language

(4) Understanding and use of shape
See specific topics #6

(5) Understanding and use of larger/smaller
A.B. uses big, little, bigger correctly in her spontaneous language.

(6) Understanding and use of ordering by size

(7) Understanding and use of more than concept

May - Introduced

(8) Understanding and use of rote counting

A.B. spontaneously counts occasionally up to 5 or 6.

(9) Understanding and use of beginning number concepts - recognizing groups of 1-5

May - We have worked on immediately recognizing the configuration of items as a certain number without having to count. A.B. does this up to 3. However, her number concepts are evolving. Show me 3 hearts resulted in her putting up 5 hearts and calling it 3.

(10) Understanding and use of matching groups - show me the same amount - as many as

May - Introduced
1:1 correspondence introduced

(11) Understanding and use of matching sets to numerals - numeral recognition

We have started to use the numerals through 4A, we count ourselves.
May - She recognizes the lower numerals.

(12) Understanding and use of sequencing numbers

(13) Creating sets - grouping like objects or objects with a common property

May - The children were exposed to the concept and word "set" meaning group. In lessions, we found sets in the classroom and differentiated between one book and a set of books. The children responded to the question "What does the block go with" by matching it with a set of blocks. A.B. answers "block". We sorted groups of items according to function to practice language. Do we eat _____, is _____ an animal, do we ride in a _____. A.B. has no problems with a bit of repetition and groups these sets according to function.

(14) Additional mathematical language

May - Some, all. The children with some repetition of command can pick out all of a group of things in the classroom and in pictures. How many. Incidental and specific usage of this construction. A.B. responds to the question with a number (itself not always correct).

SPECIFIC TOPICS WORKED ON - OCTOBER - DECEMBER 1975

1. season of fall

   words and phrases used: squirrel, nut, leaf, tree
   changing colors, hiding nuts,
   leaves falling

   A.B. identifies and speaks the above words. We read stories about the fall and played games of hiding nuts.

2. Concept of big, little, then little, bigger, biggest

   A.B. accurately sorted little and big objects into the correct boxes. She can draw a circle that is little and one that is bigger, following directions. The children were exposed to ordering objects by size.

3. firemen

   call the fireman, climb up the ladder

   A.B. was exposed to a visit by the firemen, with ladders and foam. Also, we had explanations in class of what fire is and its effects on us, the need for firemen and what the job is.

4. alphabet

   We've worked indirectly with the alphabet in making name signs.

5. body parts and awareness

   A.B. identifies face parts and major body parts.

6. shapes

   A.B. identifies circle, square, triangle, rectangle and draws a circle when asked. There was exposure to finding shapes in things around us and in drawing them

7. Halloween

There was exposure to the Halloween rituals and vocabulary- Halloween mask, pumpkin, witch, ghost, jackolantern, broom. A.B. enjoyed her participation in making pumpkin pie and our jackolantern.

8. Gingerbread Man

A.B. was captivated by the several times we told the story. Our cookies reinforce identification of body parts.

9. Same - differents

A.B. can point out 2 objects, felt figures or drawings that are the same. There was exposure to the vocabulary and the question form, "Are they the same?".

10. Family

The children were exposed to the family vocabulary, the concept of belonging to a family. There was discussion of roles- Dad and Mom working, children going to school.

11. Over - under

A.B. responded in the lesson to throwing the ball over or rolling it under a bridge.

12. Process of baking

A.B. enjoys the times we bake things and is willing to share, eager to help.

13. Float - sink

14. Foods

A.B. sorted pictures of food and not food and answered questions from "Do we eat ____?" and "Is this food?".

15. Thanksgiving

The children were exposed to the idea of being thankful for our food, having turkey at Thanksgiving. We had turkey art projects and a play put on by the older children at Lansdale.

16. Clothing and weather

A.B. names and identifies pictures of snow, rain, clouds and sun. She answers questions of "Is it raining today?" and pick out today's weather. We have discussed winter weather and the clothing for it, emphasizing cold and hot (used spontaneously by A.B.). She identifies and names shirt, pants, shoes, socks, coat, hat, sweater, boots and matches similar articles of clothing to each other.

17. Christmas

The children were exposed to the concepts of Christmas including giving and receiving presents using the story of the Night Before Christmas as vocabulary. We made presents and art projects of trees, Rudolph decorations.

Leiss

Jennie E. Swanson, Director

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 54

804 W. Bode Road

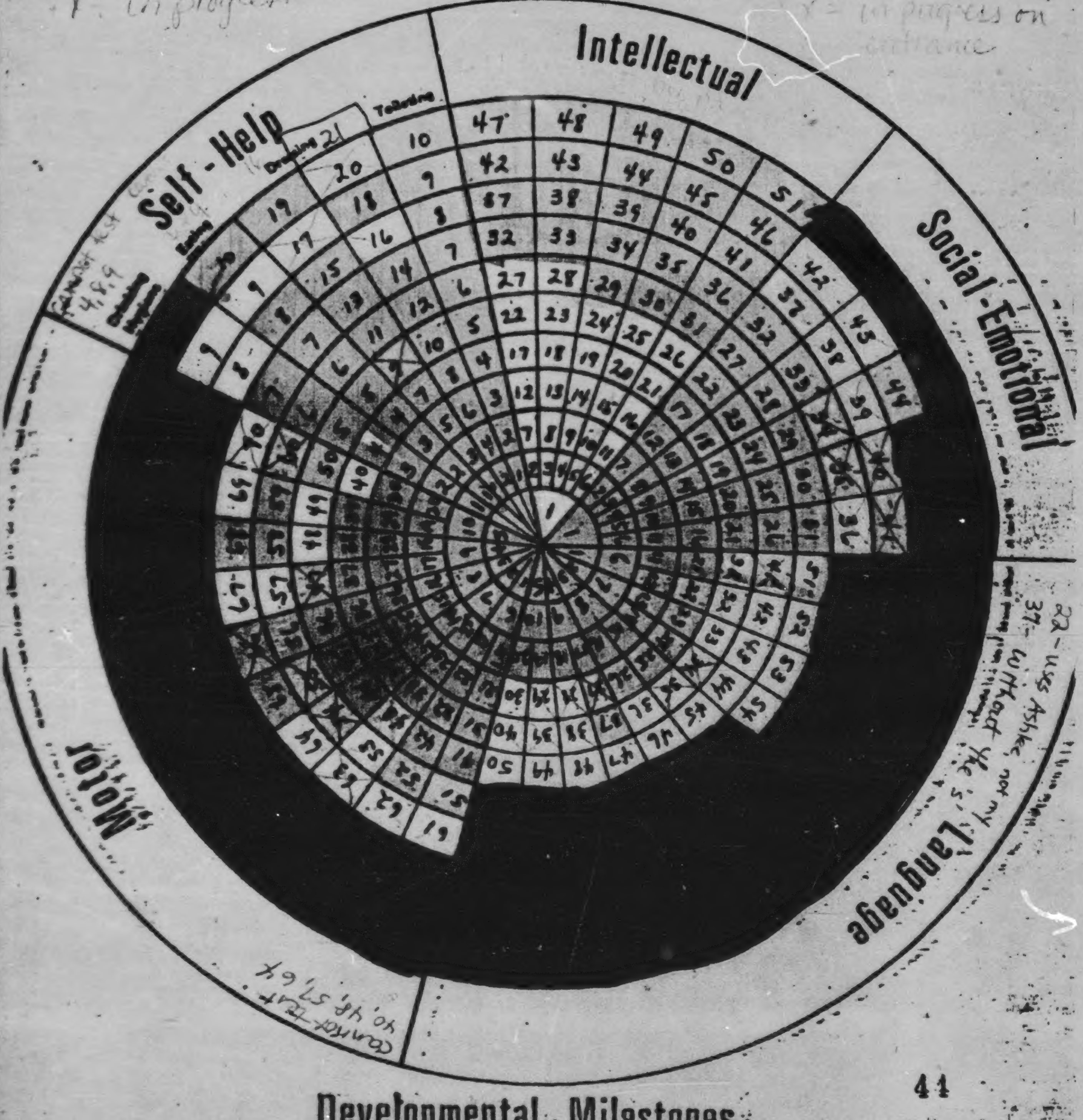
Schaumburg, Illinois 60172

177, 1975-

A.B.

green: attained as of Jan. '76
X: in progress

red = attained on entrance
x = in progress on entrance



cannot test 4,8,9

cannot test 40, 48, 57, 64

22 - uses Ashke, not my
37 - without the 's'

Developmental Milestones

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SPECIFIC TOPICS WORKED ON JANUARY - MAY 1976

Dramatic play - The children were encouraged to act out the situations related to various concepts for their increased enjoyment of the story understanding of the concept which enabled the teacher to evaluate learning. Most importantly, it provided opportunities for the children to express themselves.

We acted out situations of going to the store; setting the table and serving dinner; the home activities of laundering, bathing, cooking, cleaning. Besides imitating the movements of animals, we showed the situation of a dog finding a home, the Easter Bunny hiding eggs. We did snowmen melting, mailman delivering letters, firemen responding to a call, policemen directing traffic, doctor helping patient. Nursery rhymes were included to provide the sing-song intonation and rhythm patterns in telling a story; and to exercise memory of sequence. We did Little Miss Muffet, Jack & Jill, Humpty Dumpty.

Auditory training - We did a lot of work in training our ears alone to pick out which word they heard and follow directions plus in listening to songs. We did several songs that told a story; the children would imitate to varying degrees by keeping time to the music. It reinforced their listening for the music stopping and starting and gave them some notion of the connection between the sequence in a story and music. They identified loud vs quiet music and could tell when the music stopped. We walked, marched, jumped, and flew to the music.

The children are old hands at games of responding on hearing their name and animal sounds. So we moved on to responding to a certain direction; they could differentiate among 10 instructions such as 'close your eyes' in a structured lesson. They could recognize by pointing to 1 of 3 pictures about 15 environmental sounds that I would make.

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Post Office/Mailman - The children were exposed to the concepts that we all have an address, our house is on a street which has a name. We delivered letters to match our address and talked about the sequence of mailing a letter and acted it out.

Valentine's Day - We talked about the idea that we are friends and we love our friends and exchanged Valentines.

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Feelings - To help the children identify their feelings and those of others, they were introduced to the vocabulary connected with physical and emotional feelings. The children can identify sad, happy, angry, tired, afraid faces and answer to the question are you hungry and thirsty. W.B. can answer the questions "Are you hungry and thirsty?" He uses all of the other words spontaneously in his language.

Wind and air - We talked about the concepts that the wind is air, we have air in us, it moves things and makes things big.
W.B. now spontaneously uses the word 'air' and notices it being in balloons.

Stars - The children were exposed to the concepts that the stars and moon came out at night and of the sun coming up during the day.
If the sun is not out and I ask W. if he sees the sun, he answers, "No, cloud."

Growth - The children were introduced to the concept of plants growing from seeds and needing dirt, water, sun and air. We found seeds in fruits and vegetables and planted them. We explored the parts of the plant.

Easter - We talked about new plants, baby chicks and had stories of the Easter Bunny coloring and hiding eggs for children to find. We were rabbits with costumes hopping to music; we used eggs to strengthen understanding of the prepositions in, on, under, behind, in front of. We boiled and colored eggs.

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W.B. can answer both of these questions.

W.B.

DEVELOPMENTAL AUDITORY TRAINING AND SPEECH SKILLS

(1) Awareness of whether sound is on or off
We draw attention to sounds that occur in the classroom, hall, or other rooms. W.B. has pointed out when something was dropped in another room and the sound of the toy clown. Obviously W. is aware of the sound of speech since he responds to questions and imitates sounds.
*Very quick to indicate when music has stopped and started. He heard birds chirping on a record before attention was drawn to it.

(2) Associates sound with meaning
In games with animal sounds, W.B. correctly points to the animal making the sound. He imitates the sound of a train, of Santa laughing, sounds that I use to show movement.
*Identifies additional environmental sounds.

(3) Discriminates name in structured situation
Yes, and those of his classmates. In unstructured situations he responds frequently if the distance is not very far or the noise level too great.

(4) Discriminates phrases containing certain word differing in vowels
We worked specifically on e and o. In a lesson using the sentence "give me the_____,' he responded correctly on all of the words. He recognizes many other words with auditory and lip information. See 11-775 in anecdote book.
*General auditory vocabulary increasing.

(5) Discriminates common phrases
W.B. responds to many familiar phrases we use such as 'come here, step, open and close the door, put it away, let's clean up, turn it, no, yes, sit down, and others.
*Increasing

(6) Discriminates new instructions or phrases
Most of these are accompanied by signs the first time, making it difficult to say what new instructions are understood the first time just by hearing them. W. needs little repetition many times when I ask him to do something such as 'Put it on the desk, turn it that way, go get the scissors.' He checks what he thinks he heard by asking "The desk?" or whatever.

*second half of year

(7) Attends to the verbal communication of others

W.B. has excellent visual attention to a speaker's face. Often he mouths the words as the speaker says them.

(8) Imitation of speech movement

W.'s imitation of vowel sounds and many consonant sounds is accurate. He tries consciously to imitate.

(9) Use of free vocalization

Frequent, though sometimes W. just mouths words, not using sound.

*W. remembers some of the songs we've learned and sings them at a later time.

(10) Recognition of own voice

W. monitors his voice when I say 'I can't hear you.'

(11) Engagement in vocal play

Most of W.'s vocalizations are purposeful yet once in a while he will talk to himself or play with sounds while he is playing by himself.

(12) Use of vocalization to communicate

Most of the time W.'s communications are vocal. Sometimes he uses gestures such as "I turn" (round and round gesture). "Stop" (round and round) (you)
He was talking about the train set, explaining to C. that she was to wait for her turn until he turned the train and it went around several times.

*second half of year

(13) Shows inflectional patterns

W.'s speech frequently shows some inflection.

(14) Sounds and/or syllables used in from vocalization

W. uses all vowel sounds and many consonant sounds, except for the difficult ones such as sh, s, th
We will work on his extra nasal sounds at the ends of words and his putting the th sound at the beginning of words begining with vowels

(15) Use of utterance length variations in from vocalizations

Shows variety

(16) Use of loudness level variations in from vocalizations

Variety of levels within the conversational level and range

(17) Breath support and control in free vocalizations

In blowing exercises, W. can extend his breath however we need to work on his not using up all of his breath on a few sounds in free vocalization.
*He seems self-conscious in activities where he must extend his breath. Spontaneously, when he doesn't think of it, he is capable of extension. He calls R.....

(18) Voice quality

W.'s voice is pleasant and natural. His laughter is a joy to hear.

*second half of year

(19) Breath grouping

We will work on production of many sounds on one breath and in grouping according to the meaning of the sentence.

(20) Rate of speech

Usually ok, sometimes fast when he is excited about something.

(21) Rhythm and accent

As all of the children, W. needs to work on grouping words and stressing them.

*He is able to imitate my simple clapping pattern.

(22) Imitation of vocalizations in regard to

length	W. can imitate 4-5 words together
pitch	good on the lower tones
intonation	good
loudness	good
rhythm	good

---

*second half of year

W.B.

MATH SKILLS

Although some children may have already attained some of these math skills, we began here with the fundamentals. These concepts are used constantly and in new instances so they may always be reinforced.

The children have been exposed to vocabulary & skills 1-9 incidentally in our work, not specifically, but for 1, 2, 4, 5

(1) Understanding and use of up, down, above, below, top, bottom

W. uses up, down, top, under in his spontaneous language correctly

(2) Understanding and use of same/different concept

W. uses in his spontaneous language the idea of 'same' correctly. the word 'different' has appeared 2 or 3 times.

MAY Different appears much more

(3) Understanding and use of tall, short, longer, shorter concepts

W. uses tall and long correctly in his spontaneous language

(4) Understanding and use of shape

W. identifies and names the 4 basic shapes and points out shapes of things around him occasionally without being prompted.

(5) Understanding and use of larger/smaller

W. uses little, big and bigger in his spontaneous language correctly.

(6) Understanding and use of ordering by size

W., in a lesson, ordered several objects by size, and does well at the graded round block, too.

W.B.

(7) Understanding and use of more than concept

MAY Introduced - W. identifies the group which has more

(8) Understanding and use of rote counting

W. often spontaneously counts things correctly to 6 or 7

(9) Understanding and use of beginning number concepts - recognizing groups of 1-5

W. recognizes groups of 5 without counting

MAY He creates sets and counts to 6 or 7 (upper numbers evolving) sometimes gets 4 and 5 mixed up

(10) Understanding and use of matching groups - show me the same amount - as many as

MAY Introduced
1:1 correspondence introduced

(11) Understanding and use of matching sets to numerals - numeral recognition

W. Matches up to 6 or 7

(12) Understanding and use of sequencing numbers

(13) Creating sets - grouping like objects or objects with a common property

MAY The children were exposed to the concept and word "set" meaning group. In lessons we found sets in the classroom and differentiated between one book and a set of books. The children responded to the question "What does the block go with" by matching it with a set of blocks. W. answers "with blocks". We sorted groups of items according to function to practice language. Do we eat_____, is _______an animal, do we ride in a _______. W. responds to these constructions, sometimes with repetition needed, and groups these sets according to function.

(14) Additional mathematical language

Some, all - The children, with some repetition of command, can pick out all of a group of things in the classroom and in pictures.

How many - incidental and specific usage of this construction, W. answers promptly.

SPECIFIC TOPICS WORKED ON - OCTOBER - DECEMBER 1975

1. season of fall

   words and phrases used: squirrel, nut, leaf, tree
   changing colors, hiding nuts,
   leaves falling

   W. points to and names the above words. He also uses them and the ideas in his spontaneous language

2. Concept of big, little, then little, bigger, biggest

   W. sorted big and little objects and followed directions to draw little, bigger, and biggest circles. He uses the modifiers little, big and bigger in his spontaneous language.

3. firemen

   call the fireman, climb up the ladder

   During Fire Prevention Week, we saw the fire trucks come to Hobbit House. Also we had explanation of what fire is and its effects on us, the need for firemen and what the job is.

4. alphabet

   W. identifies and names all of the letters; he also writes his name, although not always in correct order. We talked about words starting with a certain letter.

5. body parts and awareness

   W. identifies and names parts of the face and major body parts.

6. shapes

   W. identifies and names the 4 shapes - circle, triangle, square, rectangle. He draws these and cuts out the shapes. We found the shapes in the things around us.

7. Halloween

There was exposure to the Halloween rituals and vocabulary: Halloween, mask, pumpkin, witch, ghost, jackolantern, broom. W. enjoyed his participation in cutting out a jackolantern and making pumpkin pie.

8. Gingerbread Man

W. requested the story even more times than it was told, then make references to it throughout the days. He used expressions that he heard in the story. Making cookies was fun.

9. Same - differents

W. points to 2 objects, felt figures and drawings that are the same, uses 'same' in his spontaneous language and can answer the question "Are they the same?"

10. Family

The children were exposed to the family vocabulary and the concept of belonging to a family. There was discussion of roles - Daddy and Mommy going to work - children going to school.

11. Over - under

W. responded in the lesson to throwing the ball over or rolling it under a bridge. Also we move paper strips under and over each other. He uses under spontaneously.

12. Process of baking

These times are fun and all of the children enjoy helping.

13. Float - sink

The children were exposed to this vocabulary at appropriate times in the activity, they experiment themselves at water play.

14. Foods

W. sorted pictures of food and not food, felt for some foods without looking and answers the questions "Is this food? and Do we eat_____?"

15. Thanksgiving

The children were exposed to the idea of being thankful for our food, stories of Indians and pilgrims. We made costumes of these and had art projects with turkeys.

16. Clothing and weather

W. identifies and names pictures of snow, rain, clouds, sun. He answers questions of "Is is raining today?" and pick out today's weather. We have discussed winter weather and the clothing for it, emphasizing hot and cold. (used spontaneously) W. identifies and names major articles of clothing and matches them.

17. Christmas

The children were exposed to the concepts of Christmas, including giving and receiving presents, the story of the Night Before Christmas, and its vocabulary. We made presents and art projects of trees, reindeer, Santa, decorations. We sang frequently at Hobbit House.

Leiss

Jennie E. Swanson, Director

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 54

804 W. Bode Road

Schaumburg, Illinois 60172

191 1975-76

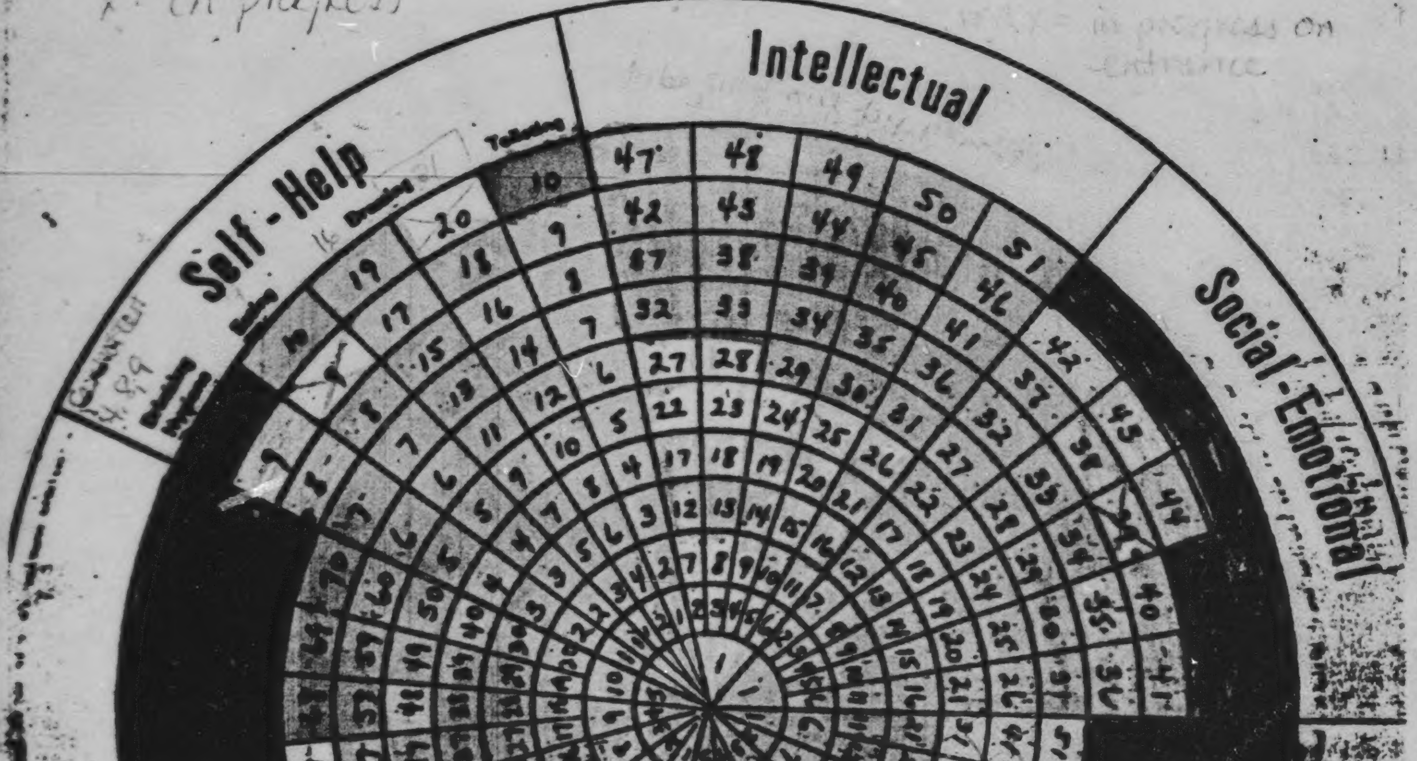
W.B.

green: attained as of Jan

X: in progress

not attained on entrance

XXX = in progress on entrance



Cannot test 40, 48, 57, 64

37 without the 's'

Developmental Milestones

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SPECIFIC TOPICS WORKED ON JANUARY - MAY 1976

Dramatic play - The children were encouraged to act out the situations related to various concepts for their increased enjoyment of the story understanding of the concept which enabled the teacher to evaluate learning. Most importantly, it provided opportunities for the children to express themselves.

We acted out situations of going to the store; setting the table and serving dinner; the home activities of laundering, bathing, cooking, cleaning. Besides imitating the movements of animals, we showed the situation of a dog finding a home, the Easter Bunny hiding eggs. We did snowmen melting, mailman delivering letters, firemen responding to a call, policemen directing traffic, doctor helping patient. Nursery rhymes were included to provide the sing-song intonation and rhythm patterns in telling a story; and to exercise memory of sequence. We did Little Miss Muffet, Jack & Jill, Humpty Dumpty.

Auditory training - We did a lot of work in training our ears alone to pick out which word they heard and follow directions plus in listening to songs. We did several songs that told a story; the children would imitate to varying degrees by keeping time to the music. It reinforced their listening for the music stopping and starting and gave them some notion of the connection between the sequence in a story and music. They identified loud vs quiet music and could tell when the music stopped. We walked, marched, jumped, and flew to the music.

The children are old hands at games of responding on hearing their name and animal sounds. So we moved on to responding to a certain direction; they could differentiate among 10 instructions such as 'close your eyes' in a structured lesson. They could recognize by pointing to 1 of 3 pictures about 15 environmental sounds that I would make.

We touched on listening to tapes of stories with sounds but concentrated on the real phone. The children would respond to a ring by reaching for the phone. To varying degrees, we held the conversation of "Hello, What is your name, Are you happy, Goodbye." The phone itself did not transmit the sound; they watched listened directly to me but spoke into the phone.

We barely began clapping to the syllables in our names, awareness and imitation of movement, extension of sound, and running on cue of drum bang.

General Language Drill - Besides our new lessons, much repetition took place on language constructions that weren't covered specifically. Through incidental mention, we worked on the sentence What is your name and recognizing it in print; the children all can recognize their own and their classmates' names in print. The children heard first, second and third repeatedly. They were asked to repeat many of my sentences in lessons and there was considerable question form drill as "which one is not there, do we wear soap, how does he feel, etc."

Some/all - Given several specific examples, all of the children could demonstrate understanding of this concept & language by pouring some/all water into a container. However, carryover in other situations is not consistent; repetition of command is required.

Home - The children were exposed to language such as "home is the place you live, who lives here," the possessive John's home, as well as the individual words & phrases connected with home. There was exposure to the ideas that everyone has a home; it gives us shelter and is the place where we eat and sleep. Stories such as a dog finding a home reinforced a sequence of ideas. We talked about the different rooms in a house, their names and what we do in each. We went through the sequence of washing clothes and ourselves, cleaning the house. The children were introduced to the concepts that animals have a different home but the same needs as ours of food, water and shelter. We talked about pets, farm animals, wild animals and zoo animals and sorted them according to where they live.

D. can point to his house in response to "Where do you live?"

Post Office/Mailman - The children were exposed to the concepts that we all have an address, our house is on a street which has a name. We delivered letters to match our address and talked about the sequence of mailing a letter and acted it out.

Valentine's Day - We talked about the idea that we are friends and we love our friends and exchanged Valentines.

Policeman - The children were introduced to the concepts that he is our friend, he helps us when we are lost, what is means to be lost. We acted out being a policeman saying stop and go. We talked about the safety signs, traffic lights and all identified what green and red mean.

Feelings - To help the children identify their feelings and those of others, they were introduced to the vocabulary connected with physical and emotional feelings. The children can identify sad, happy, angry, tired, afraid faces and answer to the question are you hungry and thirsty.

He uses happy and sad in his spontaneous language

Wind and air - We talked about the concepts that the wind is air, we have air in us, it moves things and makes things big.

Stars - The children were exposed to the concepts that the stars and moon came out at night and of the sun coming up during the day.

Growth - The children were introduced to the concept of plants growing from seeds and needing dirt, water, sun and air. We found seeds in fruits and vegetables and planted them. We explored the parts of the plant.

Easter - We talked about new plants, baby chicks and had stories of the Easter Bunny coloring and hiding eggs for children to find. We were rabbits with costumes hopping to music; we used eggs to strengthen understanding of the prepositions in, on, under, behind, in front of. We boiled and colored eggs.

Doctor & safety - We talked about the doctor being our friend; he checks us when we feel good, helps us when we are sick or hurt. We used doctor kits for examining and pointed out dangerous situations that would cause us to see the doctor. The children were quick to role-play the doctor and compassionate in treating each other. We acted out Humpty Dumpty in conjunction with the doctor unit. If one child was absent, the others could all respond "sick" to the question of where the child was.

Mothers - We talked about all the things mothers do for us; we make presents to say thank you.

Zoo - The children were exposed to the concept of the zoo and names of its animals. We made cages and acted the part of the animals.

Farm - The children were exposed to concepts of the farm including animals that belong there, farm vs zoo animals, animal homes, what the cow and chicken give us. We identified the major animals, put them in their correct homes, sorted farm and zoo animals and answered questions like "who gives us milk" and "what do we get from the cow."

DEVELOPMENTAL AUDITORY TRAINING AND SPEECH SKILLS

(1) Awareness of whether sound is on or off

D. will listen for the record player to start and often starts to dance when he hears the music. Obviously, when he imitates words he has heard the sounds in them.
*D.'s quick to respond when the music stops and starts again. He usually directs his attention to sudden noises in the room.

(2) Associates sound with meaning

We draw attention to the sounds that occur in the classroom, halls or outside. In games with animal sounds, D. points to the correct animal on hearing the sound it makes.
*Also to other environmental noises.

(3) Discriminates name in structured situation

Yes, and those of his classmates.
He discriminates in unstructured situations most of the time if there is not much background noise.

(4) Discriminates phrases containing certain word differing in vowels

D. in a structured lesson when I ask "Give me the_____" does listen and respond correctly to many words. We worked on e and o words, which he imitated and produced in the right object or picture. Without sign, he points to other words he has heard (and seen on lips): rabbit, circle, apple, bird. He imitates these vowel sounds. *General auditory vocabulary growing, knows all colors auditorally.

(5) Discriminates common phrases

D. responds to come here, stop, open the door, put it away, let's clean up, no, yes, sit down (and probably some similar to these which I am forgetting).
*Increasing number of phrases.

(6) Discriminates new instructions or phrases

Most of these are accompanied with sign, so it is hard to say what new instructions he could figure out just by hearing them. A few times he was the first of his group to respond to directions "go get the cat" and "stand up."

*second half of year

D.R.

(7) Attends to the verbal communication of others

D. knows that we can cause others to do something by talking. He has very good visual attention to the speaker's face and is watching longer and longer periods of time during explanations or stories. *His general growth in maturity and language has caused his attending to lessons to grow.

(8) Imitation of speech movement

D. imitates single words with the vowel sound accurately, with concentraded individual work, he imitates some consant sounds. *His imitative ability has improved - it is difficult for him to imitate another's lip and tongue positions and sounds.

(9) Use of free vocalization

With D.'s tighter ear mold and then the loaner, D. is saying much more to himself and others. Previously, it was mostly when he was playing, trying to get something from another child, or frustrated if he took something of his, or excited. *Calls the names of his classmates now, tells them a little.

(10) Recognition of own voice

Increasingly, D. seems to enjoy talking to himself, naming words, and imitating in lessons.

(11) Engagement in vocal play

Much more with the changes in aids.
*Continued increase.

(12) Use of vocalization to communicate

D. is more and more using sounds to tell someone about something or comment. He is saying many sounds strung together and only beginning to channel these into words. *He needs constant encouragement to accompany his signs with speech. He has difficulty in making and remembering the speech sounds.

*second half of year

D.R.

(13) Shows inflectional patterns

At this point, most of what D. says is in one tone, with possibly one abrupt change in pitch.

(14) Sounds and/or syllables used in from vocalization

Most vowel sounds usually ok, consonants m, b, v, h.

*Increasing

(15) Use of utterance length variations in from vocalizations

Up until the change in aids, D. would say a short utterance when he was excited about something. Now he continues this but has added some longer utterances in a series of sounds as he tries to ask or tell someone about something.

(16) Use of loudness level variations in from vocalizations

With the single short utterance, it tends to be loud. With the longer ones, it tends to be conversational level.

(17) Breath support and control in free vocalizations

D. needs work on directing the breath stream into one flow or a word. He uses too much breath in blowing feathers or cotton, with the air coming out the side of his mouth. Practice in directing the air stream and holding a sound or a breath or blowing his nose will be of great help to his speech.
*D. expends his breath too fast which tends toward short breaths.

(18) Voice quality

Pleasant and natural.

*second half of year

(19) Breath grouping

D. sometimes uses all of his breath on one sound.

(20) Rate of speech

Somewhat fast because of the sounds not being broken up into words.

(21) Rhythm and accent

None as yet.

(22) Imitation of vocalizations in regard to

length	imitates 1 or 2 words
pitch	remains at normal pitch
intonation	beginning to rise at end of question.
loudness	stop at normal range
rhythm	beginning to imitate 13 syllables

*imitative skills improved since January

*second half of year

MATH SKILLS

Although some children may have already attained some of these math skills, we began here with the fundamentals. These concepts are used constantly and in new instances so they may always be reinforced. The children have been exposed to vocabulary and skills 1-9 incidentally in our work, not specifically, but for 1, 2, 3, 4, 5.

(1) Understanding and use of up, down, above, below, top, bottom
See specific topics #11

MAY Demonstrates understanding of under, over, on, off, (lights, music) and usually top, bottom.

(2) Understanding and use of same/different concept

See specific topics # 9

MAY D. often points out things that are the "same."

(3) Understanding and use of tall, short, longer, shorter concepts

(4) Understanding and use of shape

See specific topics #6

(5) Understanding and use of larger/smaller

See specific topics #2

(6) Understanding and use of ordering by size

(7) Understanding and use of more than concept

MAY Introduced

(8) Understanding and use of rote counting

Incidental focus

(9) Understanding and use of beginning number concepts - recognizing groups of 1-5

MAY D. usually responds correctly to configurations of items up to 4 without counting, although he has not grasped the meaning of the word "count." He does not respond to questions as 'show me 2 hearts.'

(10) Understanding and use of matching groups - show me the same amount - as many as

MAY Introduced
1:1 correspondence introduced. D. put a bottle cap in each hold of an egg carton, following instruction to "put 1 in each"

(11) Understanding and use of matching sets to numerals - numeral recognition

We have started to use the numerals through 4 as we count ourselves

MAY D. responds to numeral one with "one." D. often repeating procedure of touching everyone present then putting up his whole hand meaning 5.

(12) Understanding and use of sequencing numbers

(13) Creating sets - grouping like objects or objects with a common property

The children were exposed to the concept and word "set" meaning group. In lessons, we found sets in the classroom and differentiated between one book and a set of books. The children responded to the question "What does the block go with" by

D.R.

matching it with a set of blocks. We sorted groups of items according to function to practice language, "Do we eat _______, is _______ an animal, do we ride in a ________?"

(14) Additional mathematical language

Some, all - The children, with some repetition of command can pick out all of a group of things in the classroom and in pictures.
How many - incidental and specific usage of this construction D. does not respond with answer.

D.R.

SPECIFIC TOPICS WORKED ON - OCTOBER - DECEMBER 1975

1. season of fall

words and phrases used: squirrel, nut, leaf, tree
changing colors, hiding nuts,
leaves falling

D. identifies the above in pictures. He participated in games of hiding nuts; he took walks with us as we talked about the actions of squirrels and the leaves falling.

2. Concept of big, little, then little, bigger, biggest

D. was very good at sorting little and big things into the correct boxes. He can draw a circle that is little and one that is bigger, following directions. The children were exposed to ordering objects by size.

3. firemen

call the fireman, climb up the ladder

D. was exposed to a visit by the firemen as they put up ladders and sprayed foam. Also we had explanations of what fire is and its effects on us, the need for firemen and what his job is.

4. alphabet

D. has worked indirectly with the alphabet in making name signs.

5. body parts and awareness

D. identifies face parts and major body parts

6. shapes

D. identifies circle, square, triangle, rectangle and draws a circle when asked. There was exposure to finding shapes in things around us and in drawing them.

7. Halloween

There was exposure to the Halloween rituals and vocabulary: Halloween, mask, pumpkin, witch, ghost, jackolantern, broom. D. enjoyed his participation in making pumpkin pie and our jackolantern.

8. Gingerbread Man

D. watched the story 3 times and would identify some of the characters during the story. He enjoyed making the cookies.

9. Same - differents

D. can point to 2 objects, felt figures or drawings that are the same. There was exposure to the vocabulary and question form, "Are they the same?"

10. Family

The children were exposed to the family vocabulary, the concept of belonging to a family. There was discussion of roles - Daddy and Mommy working, children going to school

11. Over - under

D. responded in the lesson to throwing a ball over or rolling it under a bridge. Also he wove paper strips under and over each other.

12. Process of baking

D. enjoys the times we make things and watches to find out what to do.

13. Float - sink

The children were exposed to this vocabulary at appropriate times in the activity, they experiment themselves at water play.

14. Foods

D. participated in sorting pictures of not food and food, and in feeling for fruits without looking. Exposure to question form "Is this food? and Do we eat ______?"

15. Thanksgiving

The children were exposed to the story and vocabulary of Indians and pilgrims, making costumes of these, art projects with turkeys, a breakfast make by everyone at Hobbitt House, a play at Lansdale.

16. Clothing and weather

D. identifies and names pictures of snow, rain, clouds, and sun. He participates as we answer "Is it raining today?" to pick out today's weather. We have talked about winter weather and clothing for it and emphasized cold, hot. D. identifies shirt, socks, shoes, pants, coat, hat and matches similar pieces.

17. Christmas

The children were exposed to the concepts of Christmas including giving and receiving presents, the story of the Night Before Christmas. We made presents and art projects of tree, Rudolph, decorations. We sang frequently at Hobbit House.

Leiss

Jennie E. Swanson, Director

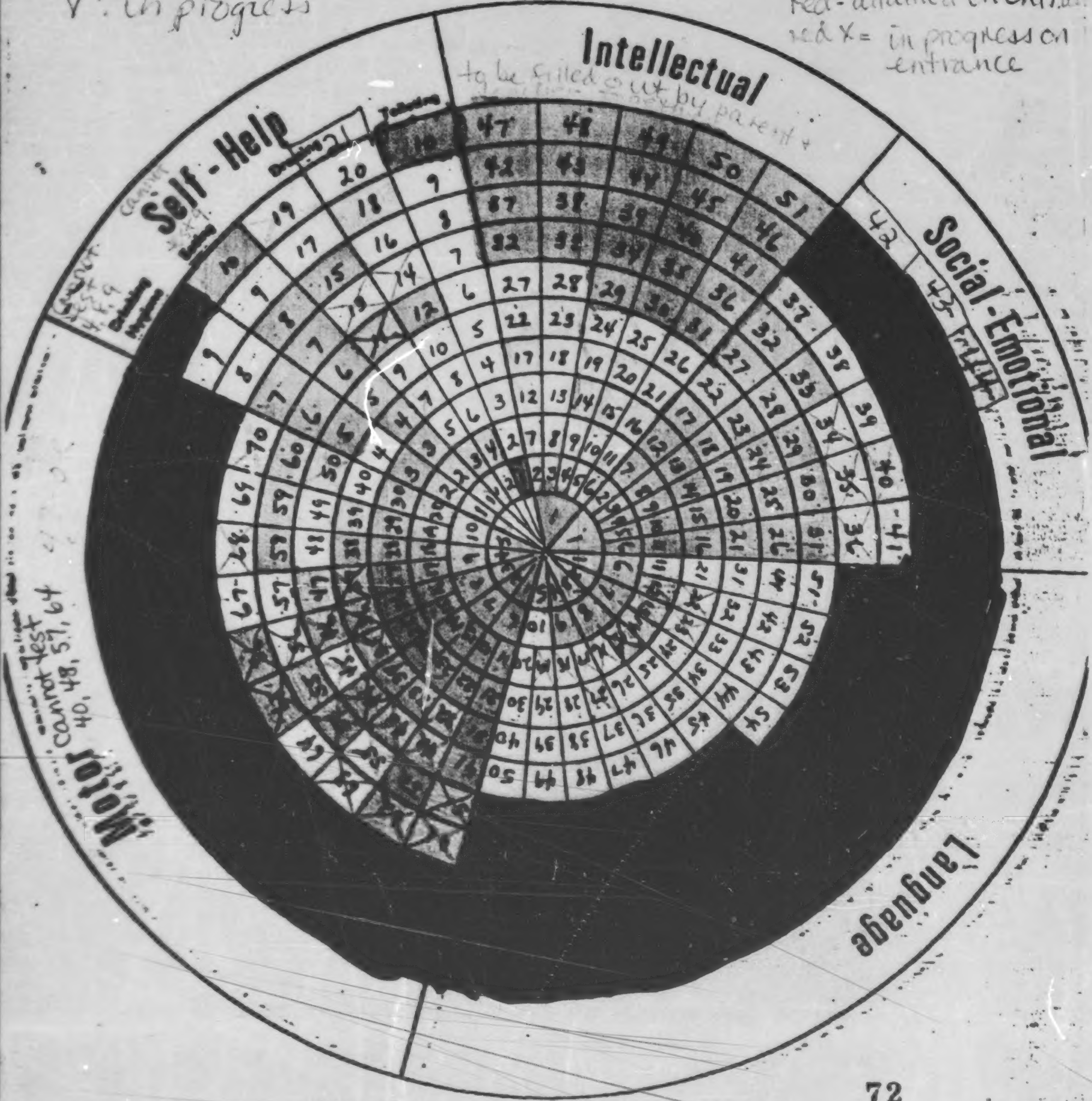
191

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 54
804 W. Bode Road
Schaumburg, Illinois 60172

D.R.

green = attained as of Jan. 76
X = in progress

red = attained on entrance
red X = in progress on entrance



Developmental Milestones

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SPECIFIC TOPICS WORKED ON JANUARY - MAY 1976

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The children are old hands at games of responding on hearing their name and animal sounds. So we moved on to responding to a certain direction; they could differentiate among 10 instructions such as 'close your eyes' in a structured lesson. They could recognize by pointing to 1 of 3 pictures about 15 environmental sounds that I would make.

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D.Ro.

Some/all - Given several specific examples, all of the children could demonstrate understanding of this concept & language by pouring some/all water into a container. However, carryover in other situations is not consistent; repetition of command is required.

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D. can answer the question "Where do you live" with 'house'

Post Office/Mailman - The children were exposed to the concepts that we all have an address, our house is on a street which has a name. We delivered letters to match our address and talked about the sequence of mailing a letter and acted it out.

Valentine's Day - We talked about the idea that we are friends and we love our friends and exchanged Valentines.

Policeman - The children were introduced to the concepts that he is our friend, he helps us when we are lost, what is means to be lost. We acted out being a policeman saying stop and go. We talked about the safety signs, traffic lights and all identified what green and red mean.

Feelings - To help the children identify their feelings and those of others, they were introduced to the vocabulary connected with physical and emotional feelings. The children can identify sad, happy, angry, tired, afraid faces and answer to the question are you hungry and thirsty.

D. uses happy and sad in his spontaneous language.

Wind and air - We talked about the concepts that the wind is air, we have air in us, it moves things and makes things big.

Stars - The children were exposed to the concepts that the stars and moon came out at night and of the sun coming up during the day.

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208

D. Ro.

Growth - The children were introduced to the concept of plants growing from seeds and needing dirt, water, sun and air. We found seeds in fruits and vegetables and planted them. We explored the parts of the plant.

Easter - We talked about new plants, baby chicks and had stories of the Easter Bunny coloring and hiding eggs for children to find. We were rabbits with costumes hopping to music; we used eggs to strengthen understanding of the prepositions in, on, under, behind, in front of. We boiled and colored eggs.

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Mothers - We talked about all the things mothers do for us; we make presents to say thank you.

Zoo - The children were exposed to the concept of the zoo and names of its animals. We made cages and acted the part of the animals.

Farm - The children were exposed to concepts of the farm including animals that belong there, farm vs zoo animals, animal homes, what the cow and chicken give us. We identified the major animals, put them in their correct homes, sorted farm and zoo animals and answered questions like "who gives us milk' and "what do we get from the cow."

DEVELOPMENTAL AUDITORY TRAINING AND SPEECH SKILLS

(1) Awareness of whether sound is on or off

D. often requests that the stereo be put on and very accurately says 'stop' when it finishes. We draw attention to sounds as they occur in the classroom, hall, or other rooms.

*Very quick to respond when music stops and starts.

(2) Associates sound with meaning

In games with animal sounds, D. correctly points out the animal making the sound. He will make the sound of a truck (vroom) during play.
*He identifies additional environmental sounds.

(3) Discriminates name in structured situation

Yes and also his classmates.' In unstructured situations, D. most of the time hears his name, unless the distance is too far or the noise level too high.

(4) Discriminates phrases containing certain word differing in vowels

We worked specifically on e and o. In a lesson using the sentence "Give me the ______", D. succeeded in responding correctly on all other words. Without sign, he also can point to many other words familiar to him.
*General auditory vocabulary increasing. Knows all colors but purple auditorally.

(5) Discriminates common phrases

D. responds to come here, stop, open and close the door, put it away, let's clean up, no, yes, sit down and several other often said phrases.
*Increasing

(6) Discriminates new instructions or phrases

Occasionally D. understands a new and unfamiliar direction such as "Do you hear it?" Most of these are accompanied by sign, so it is hard to say what new instructions he could figure out just by hearing them ("Will you give me a cup?" "Color the little circle blue.").

*second half of year

(7) Attends to the verbal communication of others

D. turns and watches promptly and attentively the face of the speaker.

(8) Imitation of speech movement

D. imitates most vowels accurately and many consonants. Often this does not carry over to his spontaneous speech; he often says the same 2 or 3 sounds for any communication he makes (on the other hand, he says "no more, hello, goodbye, good girl") with very good articulation and quality.

(9) Use of free vocalization

D. uses his voice only sometimes when he is telling or asking something. Many times he uses gestures. However, he does attempt vocalization the other half of the time, when he knows the words and how to say what he wants to say. (see notebook 12-17-75).

(10) Recognition of own voice

When D. is excited or playing, he enjoys listening to his own voice making different sounds.

(11) Engagement in vocal play

He monitors his voice when I say I can't hear him; seemingly he knows when he is making sounds.

(12) Use of vocalization to communicate

See #9

*He is very aware of what is going on around him and is very open with his ideas about it. His problem is that he doesn't have the words to say what he knows. I think he is aware of this. He is free with his vocalization and very clear on words he is certain of, but sticks to mime and gesture to tell the things he cannot say.

*second half of year

D.Ro.

(13) Shows inflectional patterns

With the words he knows, D. shows some inflection and sometimes in the rise at the end of a question is very noticeable.

(14) Sounds and/or syllables used in from vocalization

Again, D. seems to make the same sounds (ma, a) quite often for anything except for the select words he pronounces so well.
*Has begun to use his classmates' names to call them successfully.

(15) Use of utterance length variations in from vocalizations

Most of D.'s utterances are 1, 2 and 3 word lengths.

(16) Use of loudness level variations in from vocalizations

D. uses a variety of levels' the one-word utterances are a bit above conversational range.

(17) Breath support and control in free vocalizations

D. can extend his breath in blowing exercises but does not put too many words on one breath.

(18) Voice quality

David's voice is pleasant and natural yet a bit high-pitched. His laughter is a joy to hear.

*second half of year

(19) Breath grouping

D. needs practice in putting several sounds or words in one breath; he can extend a sound on a long breath.

(20) Rate of speech

A bit slow since there are so few words in his utterances

(21) Rhythm and accent

Little as yet.

(22) Imitation of vocalizations in regard to

length	can imitate a 3 or 4 word sentence
pitch	accurate
intonation	accurate
loudness	imitates accurately
rhythm	imitates groups of words accurately

*second half of year

D. Ro.

MATH SKILLS

Although some children may have already attained some of these math skills, we began here with the fundamentals. These concepts are used constantly and in new instances so they may always be reinforced. The children have been exposed to the vocabulary and skills 1-9 incidentally in our work, not specifically, but for 1, 2, 4, 5

(1) Understanding and use of up, down, above, below, top, bottom

D. uses up, down in spontaneous language correctly.

MAY He demonstrates understanding of over, under, and sometimes top and bottom with repetition.

(2) Understanding and use of same/different concept

D. uses same in his spontaneous language.

(3) Understanding and use of tall, short, longer, shorter concepts

MAY He draws a long and short tail on instruction.

(4) Understanding and use of shape

See specific topics #6

(5) Understanding and use of larger/smaller

See specific topics #2

(6) Understanding and use of ordering by size

(7) Understanding and use of more than concept

MAY Introduced

(8) Understanding and use of rote counting

Incidental focus

(9) Understanding and use of beginning number concepts - recognizing groups of 1-5

MAY We have worked on immediately recognizing the configuration of items as a certain number without counting. D. does this readily up to 4. He can create sets to 6 and with encouragement count to 6.

(10) Understanding and use of matching groups - show me the same amount - as many as

MAY Introduced
1:1 correspondence introduced.

(11) Understanding and use of matching sets to numerals - numeral recognition

We have started to use the numerals through 4 as we count ourselves.

MAY D. could identify the numerals 1-6 after one practice session.

(12) Understanding and use of sequencing numbers

(13) Creating sets - grouping like objects or objects with a common property

The children were exposed to the concept and word "set" meaning group. In lessons we found sets in the classroom and differentiated between one book and a set of books. The children responded to the question "What does the block go with" by

D.Ro.

matching it with a set of blocks. We sorted groups of items according to function to practice language, "Do we eat______?, Is _________an animal?, Do we ride in a ____________?" D. responds to some of these questions, sometimes with repetition.

(14) Additional mathematical language

Some all - The children with some repetition of command, can pick out all of a group of things in the classroom and in pictures
How many - incidental and specific usage of this construction, D. answers sometimes, with repetition.

SPECIFIC TOPICS WORKED ON - OCTOBER - DECEMBER 1975

1. season offall

words and phrases used: squirrel, nut, leaf, tree
changing colors, hiding nuts,
leaves falling

D. identifies the above words in pictures. He participated in games of hiding and counting nuts; he took walks with us as we talked about the actions of squirrels and the leaves faliing. He seemed very interested in all of our exploring.

2. Concept of big, little, then little, bigger, biggest

D. sorted big and little objects and followed directions to draw little, bigger and biggest circles and for coloring the appropriate one.

3. firemen

call the fireman, climb up the ladder

D. saw the visit by the firemen as they put up the ladders and sprayed foam. Also we had explanations of what fire is and its effects on us, the need for firemen and what the job is. D. often brings out the book on firemen and tells the story in a few words; he also draws some detailed trucks, ladders and men.

4. alphabet

We have worked on the sound of p, e, and o specifically. David writes his name accurately.

5. body parts and awareness

D. identifies face parts and major body parts.

6. shapes

D. identifies circle, triangle, square and rectangle and can cut these out and draw them. There was exposure in finding shapes in things around us. David can cut a picture of a certain shape from a magazine.

7. Halloween

There was exposure to the Halloween rituals and vocabulary: Halloween, mask, pumpkin, witch, ghost, jackolantern, broom. D. enjoyed his participation in cutting out a jackolantern and making pumpkin pie.

8. Gingerbread Man

The story was done several times and then reinforced by making our own cookies which everyone enjoyed.

9. Same - differents

D. can point to 2 objects, felt figures or drawings that are the same. There was exposure to the vocabulary and question form "Are they the same?"

10. Family

The children were exposed to the family vocabulary and the concept of belonging to a family. There was discussion of roles - Daddy and Mommy working, children going to school.

11. Over - under

D. responded in a lesson to throwing a ball over or rolling it under a bridge. Also he wove paper strips under and over each other.

12. Process of baking

D. enjoys the times we do this and is eager to do his share.

13. Float - sink

The children were exposed to this activity of certain things floating and sinking and its correct vocabulary; they experiment themselves at water play.

14. Foods

D. sorted pictures of food and not food and did our activity of feeling for fruits without looking. There was exposure to the question form "Is this food? Do we eat_______?"

15. Thanksgiving

The children were exposed to the story and vocabulary of Indians and pilgrims, making costumes of these, art projects with turkeys, a breakfast made by everyone at Hobbitt House, a play at Lansdale.

16. Clothing and weather

D. identifies and names pictures of snow, rain, clouds and sun. He answers questions of "Is it raining today?" and picks out today's weather. We have discussed winter weather and clothing for it, emphasizing cold and hot. D. identifies shirt, pants, shoes, socks, coat, hat, mittens, hat, sweater, and matches similar articles of clothing to each other.

17. Christmas

The children were exposed to the concepts of Christmas including giving and receiving presents, the story of the Night Before Christmas, and its vocabulary; we made presents and art projects of trees, Rudolph, decorations. We sang frequently at Hobbit House.

Leiss

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D. Ro

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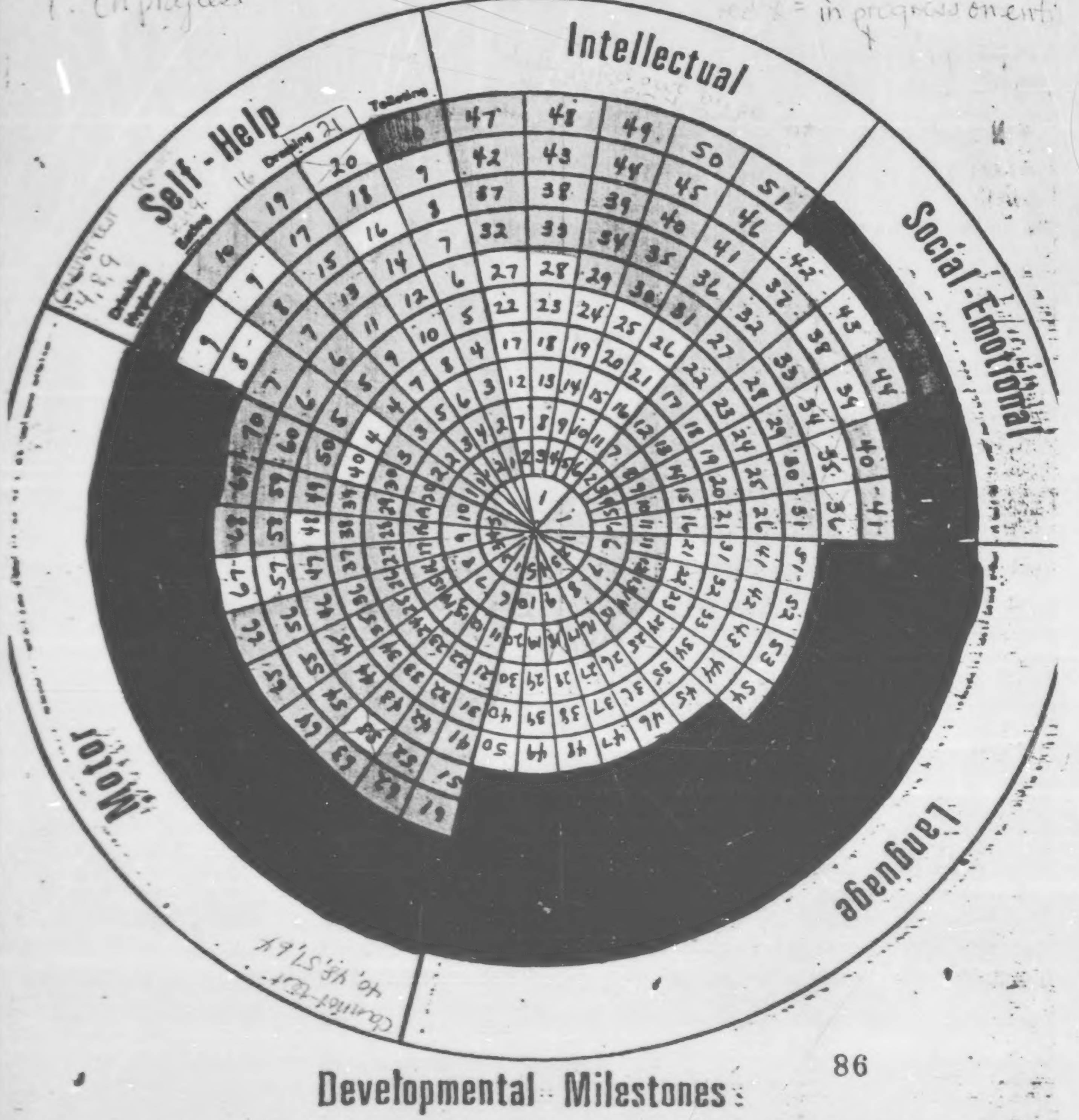

Developmental Milestones

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SPECIFIC TOPICS WORKED ON JANUARY - MAY 1976

Dramatic play - The children were encouraged to act out the situations related to various concepts for their increased enjoyment of the story understanding of the concept which enabled the teacher to evaluate learning. Most importantly, it provided opportunities for the children to express themselves.

We acted out situations of going to the store; setting the table and serving dinner; the home activities of laundering, bathing, cooking, cleaning. Besides imitating the movements of animals, we showed the situation of a dog finding a home, the Easter Bunny hiding eggs. We did snowmen melting, mailman delivering letters, firemen responding to a call, policemen directing traffic, doctor helping patient. Nursery rhymes were included to provide the sing-song intonation and rhythm patterns in telling a story; and to exercise memory of sequence. We did Little Miss Muffet, Jack & Jill, Humpty Dumpty.

Auditory training - We did a lot of work in training our ears alone to pick out which word they heard and follow directions plus in listening to songs. We did several songs that told a story; the children would imitate to varying degrees by keeping time to the music. It reinforced their listening for the music stopping and starting and gave them some notion of the connection between the sequence in a story and music. They identified loud vs quiet music and could tell when the music stopped. We walked, marched, jumped, and flew to the music.

The children are old hands at games of responding on hearing their name and animal sounds. So we moved on to responding to a certain direction; they could differentiate among 10 instructions such as 'close your eyes' in a structured lesson. They could recognize by pointing to 1 of 3 pictures about 15 environmental sounds that I would make.

We touched on listening to tapes of stories with sounds but concentrated on the real phone. The children would respond to a ring by reaching for the phone. To varying degrees, we held the conversation of "Hello, What is your name, Are you happy, Goodbye." The phone itself did not transmit the sound; they watched listened directly to me but spoke into the phone.

We barely began clapping to the syllables in our names, awareness and imitation of movement, extension of sound, and running on cue of drum bang.

General Language Drill - Besides our new lessons, much repetition took place on language constructions that weren't covered specifically. Through incidental mention, we worked on the sentence What is your name and recognizing it in print; the children all can recognize their own and their classmates' names in print. The children heard first, second and third repeatedly. They were asked to repeat many of my sentences in lessons and there was considerable question form drill as "which one is not there, do we wear soap, how does he feel, etc."

H.C.

Some/all - Given several specific examples, all of the children could demonstrate understanding of this concept & language by pouring some/all water into a container. However, carryover in other situations is not consistent; repetition of command is required.

Home - The children were exposed to language such as "home is the place you live, who lives here," the possessive John's home, as well as the individual words & phrases connected with home. There was exposure to the ideas that everyone has a home; it gives us shelter and is the place where we eat and sleep. Stories such as a dog finding a home reinforced a sequence of ideas. We talked about the different rooms in a house, their names and what we do in each. We went through the sequence of washing clothes and ourselves, cleaning the house. The children were introduced to the concepts that animals have a different home but the same needs as ours of food, water and shelter. We talked about pets, farm animals, wild animals and zoo animals and sorted them according to where they live. H. answers the question "Where do you live?" with 'in a house.' She answers with a phrase to "Where does the animal live?"

Post Office/Mailman - The children were exposed to the concepts that we all have an address, our house is on a street which has a name. We delivered letters to match our address and talked about the sequence of mailing a letter and acted it out.

Valentine's Day - We talked about the idea that we are friends and we love our friends and exchanged Valentines.

Policeman - The children were introduced to the concepts that he is our friend, he helps us when we are lost, what is means to be lost. We acted out being a policeman saying stop and go. We talked about the safety signs, traffic lights and all identified what green and red mean.

Feelings - To help the children identify their feelings and those of others, they were introduced to the vocabulary connected with physical and emotional feelings. The children can identify sad, happy, angry, tired, afraid faces and answer to the question are you hungry and thirsty. H. can answer the questions 'Are you hungry and thirsty' and uses all of the above words spontaneously.

Wind and air - We talked about the concepts that the wind is air, we have air in us, it moves things and makes things big.

Stars - The children were exposed to the concepts that the stars and moon came out at night and of the sun coming up during the day.

Growth - The children were introduced to the concept of plants growing from seeds and needing dirt, water, sun and air. We found seeds in fruits and vegetables and planted them. We explored the parts of the plant.

H. now uses 'seed' spontaneously.

Easter - We talked about new plants, baby chicks and had stories of the Easter Bunny coloring and hiding eggs for children to find. We were rabbits with costumes hopping to music; we used eggs to strengthen understanding of the prepositions in, on, under, behind, in front of. We boiled and colored eggs.

Doctor & safety - We talked about the doctor being our friend; he checks us when we feel good, helps us when we are sick or hurt. We used doctor kits for examining and pointed out dangerous situations that would cause us to see the doctor. The children were quick to role-play the doctor and compassionate in treating each other. We acted out Humpty Dumpty in conjunction with the doctor unit. If one child was absent, the others could all respond "sick" to the question of where the child was.

She uses sick, better, pill, bandaid, and doctor spontaneously.

Mothers - We talked about all the things mothers do for us; we make presents to say thank you.

Zoo - The children were exposed to the concept of the zoo and names of its animals. We made cages and acted the part of the animals.

Farm - The children were exposed to concepts of the farm including animals that belong there, farm vs zoo animals, animal homes, what the cow and chicken give us. We identified the major animals, put them in their correct homes, sorted farm and zoo animals and answered questions like "who gives us milk" and "what do we get from the cow."

H. can answer both of these question.

DEVELOPMENTAL AUDITORY TRAINING AND SPEECH SKILLS

(1) Awareness of whether sound is on or off

We draw attention to sounds there happen to be in the room. H. heard hammering in another room at Hobbitt House and in fact directed my attention to it. She shows intellectual awareness of sound by dropping something in the basket and pointing to her ear. She heard a trashtruck outside one day that I had not paid attention to. With the stereo she seems to need touch. *Great improvement in on-off awareness of music. Sitting at table near stereo is many times accurate in indicating on-off of music.

(2) Associates sound with meaning

In games with animal sounds, H. usually points to the correct animal. She puts her hand to her ear when playing with the sawing toy; she knows Santa says ho, ho, ho, as she answers with this to let me hear Santa laugh.

(3) Discriminates name in structured situation

Yes and also her classmates.' She does not respond without the visual cues of mouth movements for the others' names. Yes, she is beginning now to do this sometimes. Occasionally, she responds in an unstructured situation without seeing me say her name. *Capable of responding 4 feet away to normal volume call of her name if not in deep concentration of play.

(4) Discriminates phrases containing certain word differing in vowels

We worked specifically on e and o. In a lesson using the sentence "Give me the ________." H. responded correctly on all of the words. Without signs (and with lip reading) she can also point to many other objects or pictures.
*General auditory vocabulary growing.

(5) Discriminates common phrases

H. responds to come here, stop, open and close the door, put it away, let's clean up, no, yes, sit down and several other often said phrases.
*Increasing repertoire.

(6) Discriminates new instructions or phrases

Most of these are signed so it is hard to say what new instructions she could figure out by just hearing them. The new directions are usually readily understood by her.

*second half of year

(7) Attends to the verbal communication of others

H. has an extremely well-developed use of vision for watching the speaker's face and actions.

(8) Imitation of speech movement

H. has fine imitative skills for all sounds, excluding a few of the harder consonant sounds.

(9) Use of free vocalization

H. almost always uses her voice to communicate and also talks to herself as she plays.

(10) Recognition of own voice

She responds to "let me hear you, you say it" by monitoring her voice.

(11) Engagement in vocal play

Sometimes while playing, if she does not appear to be saying anything specific, she just plays with different sounds. *increased.

(12) Use of vocalization to communicate

H. almost always has verbal communication

*second half of year

(13) Shows inflectional patterns

H. is beginning to vary pitch in imitation; spontaneously her tone remains mostly on one level.
*General amount and energy of vocalizations has increased so there is more change of inflection noted, yet the changes seem to be random, not necessarily in conjunction with the message.

(14) Sounds and/or syllables used in from vocalization

H. uses most every sound with the exception of some difficult consonants.
*trying 's'

(15) Use of utterance length variations in from vocalizations

H. frequently varies the length of her utterances in many different situations.

(16) Use of loudness level variations in from vocalizations

Mostly she remains within the conversational level, unless she is excited and raises the level.

(17) Breath support and control in free vocalizations

In blowing exercises, H. works hard to direct the air stream without losing the air at the side of the mouth.
*She takes many short breaths but is beginning to follow instruction to extend it on ah______ instead of ah-ah-ah.

(18) Voice quality

H.'s voice is pleasant and natural; her laughter is a joy to hear.

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*second half of year

(19) Breath grouping

H. tends to catch 2 short breaths to say her sentence. Needs work on using one breath to produce many sounds.

(20) Rate of speech

Natural
*Her rate now seems to be goverened many times by her attempts to remember and include all of the words and signs.

(21) Rhythm and accent

As all of the children, H. needs work on grouping words according to meaning and stressing. Now she is understandable but tends to give every word the same stress and time between.

(22) Imitation of vocalizations in regard to

length	imitates 4-5 words sentences
pitch	fair
intonation	needs much work
loudness	good
rhythm	needs much work

*second half of year

H.C.

MATH SKILLS

Although some children may have already attained some of these math skills, we began here with the fundamentals. These concepts are used constantly and in new instances so they may always be reinforced.

The children have been exposed to vocabulary and skills 1-9 incidentally not specifically, but for 1, 2, 4, 5.

(1) Understanding and use of up, down, above, below, top, bottom

H. uses up, down, top, under in her spontaneous language correctly.

(2) Understanding and use of same/different concept

H. uses these 2 words correctly in spontaneous language.

(3) Understanding and use of tall, short, longer, shorter concepts

H. uses long in her language occasionally

MAY She can draw a short or long tail when instructed.

(4) Understanding and use of shape

H. identifies and names the 4 basic shapes and points out the shape of things around her occasionally.

(5) Understanding and use of larger/smaller

H. uses big, little correctly in spontaneous language.

(6) Understanding and use of ordering by size

H.C.

(7) Understanding and use of more than concept

MAY Introduced

(8) Understanding and use of rote counting

Incidental focus

(9) Understanding and use of beginning number concepts - recognizing groups of 1-5

MAY We have worked on immediately recognizing the configuration of items as a certain number without having to count. H. can do this up to 4 with some help. I asked H. to show me 4 hearts, she already had 2 on board, she put 2 more up.

(10) Understanding and use of matching groups - show me the same amount - as many as

MAY Introduced
1:1 correspondence introduced

(11) Understanding and use of matching sets to numerals - numeral recognition

We have started to use the numerals through 4 as we count ourselves.

MAY H. more quickly can answer with the # of children present and says "4 children" often without my help in counting. With practice H. learned in one session to identify the numerals through 5.

(12) Understanding and use of sequencing numbers

(13) Creating sets - grouping like objects or objects with a common property

The children were exposed to the concept and word "set" meaning group. In lessons we found sets in the classroom and differentiated between one book and a set of books. The children responded to the question "What does the block go with" by matching it with a set of blocks. H. answers "with block' We sorted groups of items according to function to practice language. "Do we eat _______?, Is _______an animal, do we ride in a ________.". H. has no problems with these constructions and groups these sets according to function.

(14) Additional mathematical language

Some-all - The children, with some repetition of command can pick out all of a group of things in the classroom and in pictures
How many - Incidental and specific usage of this construction, H. sometimes needs repetition before answer is given.

H.C.

SPECIFIC TOPICS WORKED ON - OCTOBER - DECEMBER 1975

1. season of fall

   words and phrases used: squirrel, nut, leaf, tree
   changing colors, hiding nuts,
   leaves falling

   H. points to and names the above words in pictures. Also, she uses these words and ideas in her spontaneous language.

2. Concept of big, little, then little, bigger, biggest

   H. can sort big and little objects and can follow directions to draw big and little circles. She uses the words appropriately as modifiers in her spontaneous language and has begun to use 'bigger' (than).

3. firemen

   call the fireman, climb up the ladder

   We saw the visit by the firemen as they put up the ladders and sprayed foam. Also, we had explanations of what fire is and its effects on us, the need for firemen and what the job is.

4. alphabet

   H. identifies names verbally and does the hand configuration for all of the letters.

5. body parts and awareness

   H. points to and names face parts and major body parts.

6. shapes

   H. points to and names circle, square, triangle, rectangle. There was exposure to finding shapes in things around us. She does point to something that is round and says 'circle.'

7. Halloween

There was exposure to the Halloween rituals and vocabulary: Halloween, mask, pumpkin, witch, ghost, broom, jackolantern. H. enjoyed our cutting out the jackolantern and making pumpkin pie.

8. Gingerbread Man

H. watched and enjoyed the several times we told this story - delighted in making the cookies.

9. Same - differents

H. can point to 2 objects, pictures, or drawings that are the same. She can answer the question "Are they the same?" and uses 'same' correctly in her spontaneous language.

10. Family

The children were exposed to the family vocabulary, the concept of belonging to a family and the roles of the members - Daddy and Mommy working, children going to school. H. before and after this unit has said "Daddy work."

11. Over - under

H. responded in a lesson to throwing a ball over or rolling it under a bridge. Also she wove paper strips under and over each other. She uses 'under' correctly spontaneously.

12. Process of baking

H. enjoys these times and is eager to share the work.

13. Float - sink

The children were exposed to this activity of certain things floating and sinking; they experiment themselves at water play.

14. Foods

H. sorted pictures of foods and not food and our activity of feeling for fruits without looking. She answers questions 'Is this food and Do we eat_________?'

15. Thanksgiving

The children were exposed to the story and vocabulary of Indians and pilgrims, making costumes of them, art projects with turkeys a breakfast made by everyone at Hobbitt House, a play at Lansdale.

16. Clothing and weather

H. identifies and names pictures of snow, rain, clouds, sun. She can answer questions of "Is it raining today?" and pick out today's weather. We have discussed winter weather and the clothing for it, emphasizing cold and hot (used spontaneously by H.). She identifies and names shirt, pants, shoes, socks, coat, hat, sweater, boots, tie and matches similar articles of clothing to each other.

17. Christmas

The children were exposed to the concepts of Christmas including giving and receiving presents, the story of the Night Before Christmas and its vocabulary. We made presents and art projects of tree, Rudolph, decorations. We sang frequently at Hobbit House.

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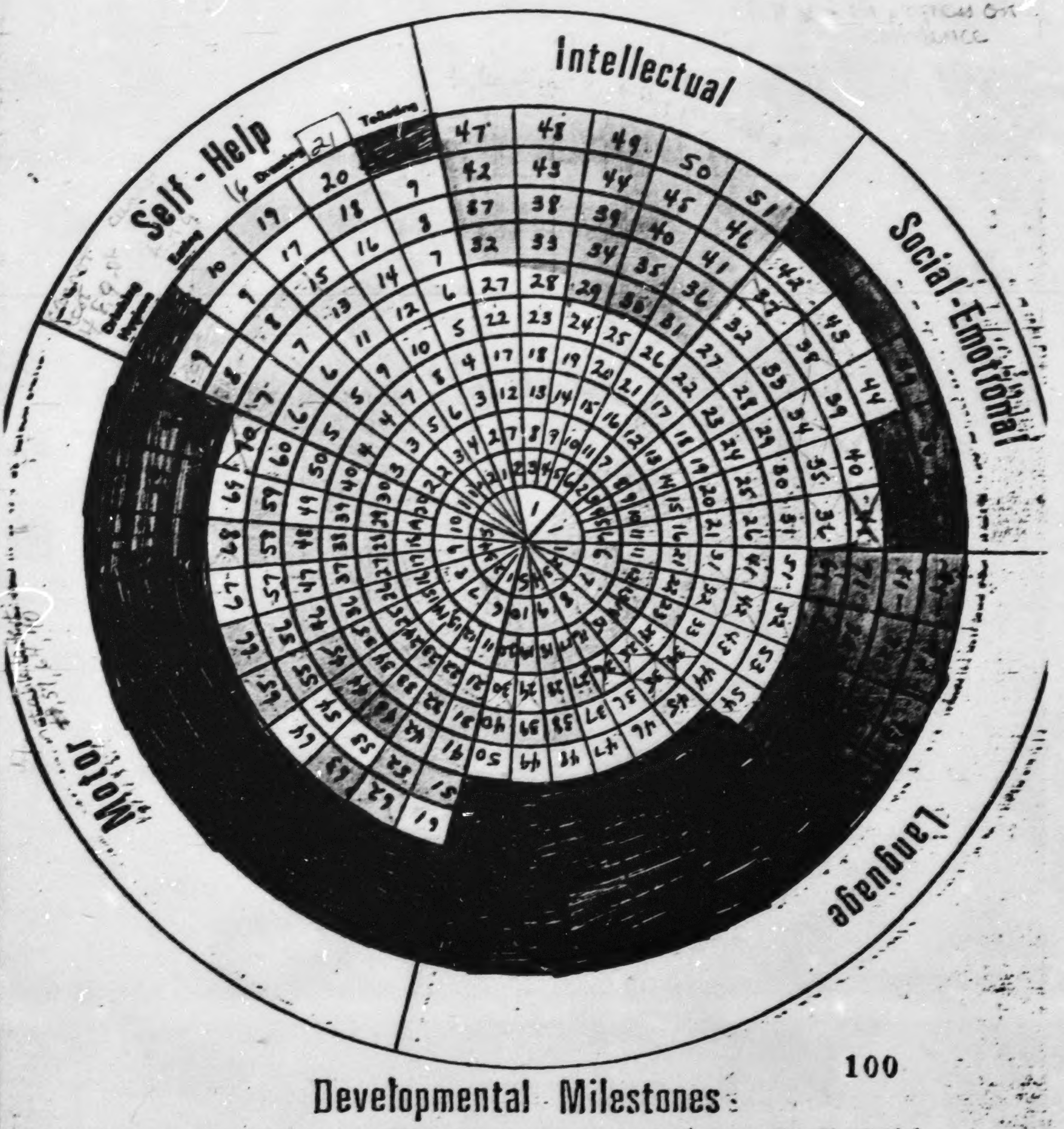

Developmental Milestones

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SPECIFIC TOPICS WORKED ON JANUARY - MAY 1976

Dramatic play - The children were encouraged to act out the situations related to various concepts for their increased enjoyment of the story understanding of the concept which enabled the teacher to evaluate learning. Most importantly, it provided opportunities for the children to express themselves.

We acted out situations of going to the store; setting the table and serving dinner; the home activities of laundering, bathing, cooking, cleaning. Besides imitating the movements of animals, we showed the situation of a dog finding a home, the Easter Bunny hiding eggs. We did snowmen melting, mailman delivering letters, firemen responding to a call, policemen directing traffic, doctor helping patient. Nursery rhymes were included to provide the sing-song intonation and rhythm patterns in telling a story; and to exercise memory of sequence. We did Little Miss Muffet, Jack & Jill, Humpty Dumpty.

Auditory training - We did a lot of work in training our ears alone to pick out which word they heard and follow directions plus in listening to songs. We did several songs that told a story; the children would imitate to varying degrees by keeping time to the music. It reinforced their listening for the music stopping and starting and gave them some notion of the connection between the sequence in a story and music. They identified loud vs quiet music and could tell when the music stopped. We walked, marched, jumped, and flew to the music.

The children are old hands at games of responding on hearing their name and animal sounds. So we moved on to responding to a certain direction; they could differentiate among 10 instructions such as 'close your eyes' in a structured lesson. They could recognize by pointing to 1 of 3 pictures about 15 environmental sounds that I would make.

We touched on listening to tapes of stories with sounds but concentrated on the real phone. The children would respond to a ring by reaching for the phone. To varying degrees, we held the conversation of "Hello, What is your name, Are you happy, Goodbye." The phone itself did not transmit the sound; they watched listened directly to me but spoke into the phone.

We barely began clapping to the syllables in our names, awareness and imitation of movement, extension of sound, and running on cue of drum bang.

General Language Drill - Besides our new lessons, much repetition took place on language constructions that weren't covered specifically. Through incidental mention, we worked on the sentence What is your name and recognizing it in print; the children all can recognize their own and their classmates' names in print. The children heard first, second and third repeatedly. They were asked to repeat many of my sentences in lessons and there was considerable question form drill as "which one is not there, do we wear soap, how does he feel, etc."

Some/all - Given several specific examples, all of the children could demonstrate understanding of this concept & language by pouring some/all water into a container. However, carryover in other situations is not consistent; repetition of command is required.

Home - The children were exposed to language such as "home is the place you live, who lives here," the possessive John's home, as well as the individual words & phrases connected with home. There was exposure to the ideas that everyone has a home; it gives us shelter and is the place where we eat and sleep. Stories such as a dog finding a home reinforced a sequence of ideas. We talked about the different rooms in a house, their names and what we do in each. We went through the sequence of washing clothes and ourselves, cleaning the house. The children were introduced to the concepts that animals have a different home but the same needs as ours of food, water and shelter. We talked about pets, farm animals, wild animals and zoo animals and sorted them according to where they live. Both can answer the question 'Where do you live' with "house." Ro. answers with a phrase to 'Where does the animal live?' Ri. uses noun.

Post Office/Mailman - The children were exposed to the concepts that we all have an address, our house is on a street which has a name. We delivered letters to match our address and talked about the sequence of mailing a letter and acted it out.

Valentine's Day - We talked about the idea that we are friends and we love our friends and exchanged Valentines.

Policeman - The children were introduced to the concepts that he is our friend, he helps us when we are lost, what is means to be lost. We acted out being a policeman saying stop and go. We talked about the safety signs, traffic lights and all identified what green and red mean.

Feelings - To help the children identify their feelings and those of others, they were introduced to the vocabulary connected with physical and emotional feelings. The children can identify sad, happy, angry, tired, afraid faces and answer to the question are you hungry and thirsty. Both can answer the questions 'are you hungry and thirsty.' Both use happy and sad in spontaneous language.

Wind and air - We talked about the concepts that the wind is air, we have air in us, it moves things and makes things big.

Stars - The children were exposed to the concepts that the stars and moon came out at night and of the sun coming up during the day.

Ro. will point to pictures of night time and say 'Sun go down.'

Growth - The children were introduced to the concept of plants growing from seeds and needing dirt, water, sun and air. We found seeds in fruits and vegetables and planted them. We explored the parts of the plant.

Easter - We talked about new plants, baby chicks and had stories of the Easter Bunny coloring and hiding eggs for children to find. We were rabbits with costumes hopping to music; we used eggs to strengthen understanding of the prepositions in, on, under, behind, in front of. We boiled and colored eggs.

Doctor & safety - We talked about the doctor being our friend; he checks us when we feel good, helps us when we are sick or hurt. We used doctor kits for examining and pointed out dangerous situations that would cause us to see the doctor. The children were quick to role-play the doctor and compassionate in treating each other. We acted out Humpty Dumpty in conjunction with the doctor unit. If one child was absent, the others could all respond "sick" to the question of where the child was.

Mothers - We talked about all the things mothers do for us; we make presents to say thank you.

Zoo - The children were exposed to the concept of the zoo and names of its animals. We made cages and acted the part of the animals.

Farm - The children were exposed to concepts of the farm including animals that belong there, farm vs zoo animals, animal homes, what the cow and chicken give us. We identified the major animals, put them in their correct homes, sorted farm and zoo animals and answered questions like "who gives us milk" and "what do we get from the cow."

DEVELOPMENTAL AUDITORY TRAINING AND SPEECH SKILLS

(1) Awareness of whether sound is on or off

We draw attention to sounds that occur in the classroom, hall, or other rooms. Obviously, the twins are aware of the sound of speech since their response to their names and familiar phrases is immediate most of the time.
*Their response to music stopping and starting is quick. They each heard birds chirping on a record before I drew it to their attention.

(2) Associates sound with meaning

In games with animal sounds both correctly point out the animal making the sound. Ri. imitates some animal sounds during play.
*They both identify additional environmental sounds.

(3) Discriminates name in structured situation

Yes, and also each other's name and W.'s. In unstructured situations, they both respond promptly most of the time, unless the noise level is too high.

(4) Discriminates phrases containing certain word differing in vowels

We worked specifically on e and o. In a lesson using the sentence 'Give me the _______,' both succeeded in responding correctly on all of the words. Without signs, they also can point to many other objects or pictures.
*General auditory vocabulary is increasing.

(5) Discriminates common phrases

The twins respond to come here, stop, open and close the door, put it away, let's clean up, no, yes, sit down and several other often said phrases.

(6) Discriminates new instructions or phrases

Most of these are accompanied by signs so it is hard to say what new instructions they could figure out just by hearing them. Occasionally with just a few repetitions, both will respond to a fairly new direction such as 'Go to the desk and bring the scissors.'
*Often the twins respond to a new direction the first time.

*second half of year

Ri.R. & Ro.R.

(7) Attends to the verbal communication of others

Both have good visual contact in watching the speaker's face.
Ri. has some trouble watching a long sentence.
*Ri. has improved in this with general growth in maturity.

(8) Imitation of speech movement

Both imitate vowel sounds accurately. Ri. tends to say the same consonant sounds for many different ones. Ro. does well on most consonants, except the difficult ones; yet he says his imitation too quietly.
*Improving.

(9) Use of free vocalization

Ri. has vocalized in playing with others frequently but not constantly. Ro. is increasing his vocalization in play every day.
*Both have done this more since January. Ri. remembers some of the songs we've learned and sings them at a later time.

(10) Recognition of own voice

Both monitor their voices when I say "I can't hear you."

(11) Engagement in vocal play

Both, Ri. moreso, will talk to themselves when playing alone.

(12) Use of vocalization to communicate

Sometimes R. talks when he is asking or telling something; other times he uses gesture such as pointing to himself and then to a toy, as if to say 'Can I play with that?' Most vocalizations are 3 or 4 sounds together or 1 or 2 words. Ro. communicates frequently by playing together with someone. His vocal communications are usually naming the words he knows (saying "train" and pointing to it). Only occasionally will he say a longer utterance.
*Both have improved in using more vocalization.

*second half of year

(13) Shows inflectional patterns

Both have the rise in pitch that is usual at the end of a question. Ri.'s vocalizations often show inflection; Ro.'s vocalizations are usually one tone, just beginning to vary. *With more speech coming out, Ro.'s inflection patterns are increasing.

(14) Sounds and/or syllables used in from vocalization

Ri. uses the vowel sounds and several consonants especially b, m, w, r.
Ro. uses the vowel sounds and many of the consonants, except for the difficult ones.

(15) Use of utterance length variations in from vocalizations

Ri. attempts longer vocalizations frequently, but mostly uses 3 or 4 sounds or 1-2 words.
Ro. uses 1, 2, and 3 word vocalizations usually - occasionally a longer vocalization.

(16) Use of loudness level variations in from vocalizations

Ri. varies the loudness in his utterances.
Ro. usually remains at one volume, a little lower than is easily heard.

(17) Breath support and control in free vocalizations

Both can extend their breath in blowing exercises and can extend a sound on one breath. We need to work on producing many sounds on one breath.

(18) Voice quality

Both voices are pleasant and natural.

*second half of year

(19) Breath grouping

Both seem to have adequate breath for their particular vocalizations. We will work on grouping words according to meaning.

(20) Rate of speech

Ro. is a bit fast.
Ri. usually at correct rate.

(21) Rhythm and accent

As all of the children, they need work on grouping words according to meaning and stressing. Accent has not appeared much.

(22) Imitation of vocalizations in regard to

length	Ro. imitates a 3-4 word utterance; Ri. 2 word.
pitch	good
intonation	good
loudness	Ro. is usually below
rhythm	fair

---

*second half of year

RI.R. & Ro.R.

MATH SKILLS

Although some children may have already attained some of these math skills, we began here with the fundamentals. These concepts are used constantly and in new instances so they may always be reinforced. The children have been exposed to vocabulary and skills 1-9 incidentally in our work, not specifically but for 1, 2, 4, 5.

(1) Understanding and use of up, down, above, below, top, bottom

Both use the words up and down correctly in their spontaneous language.
MAY - both demonstrate understanding of over, under and top and bottom with repetition

(2) Understanding and use of same/different concept

Ro. uses 'same' in spontaneous language correctly
See #9 on specific topics
MAY - Ri. uses same in spontaneous language.

(3) Understanding and use of tall, short, longer, shorter concepts

MAY - both can draw short and long tails on command.

(4) Understanding and use of shape

Both identify and name the 4 basic shapes and a few times pointed out the shape of things around them.

(5) Understanding and use of larger/smaller

Both use little and big in spontaneous language correctly.

(6) Understanding and use of ordering by size

(7) Understanding and use of more than concept

MAY - Introduced
Ro. can identify 'more than' groups.

(8) Understanding and use of rote counting

Incidental focus

(9) Understanding and use of beginning number concepts - recognizing groups of 1-5

Ro. recognizes groups of 4 without counting. After 2 or 3 trees, Ri. can name a group of 3 without counting.
MAY - Ri. is up to 4 with less repetition. Ri. creates sets to 3 - upper numbers evolving. Ro. creates sets to 10.

(10) Understanding and use of matching groups - show me the same amount - as many as

Introduced
1:1 correspondence introduced

(11) Understanding and use of matching sets to numerals - numeral recognition

We have started to use the numerals through 4 as we count ourselves.
MAY - Ri. identifies numerals to 5 - upper numbers not consistent.
Ro. identifies numerals to 10

(12) Understanding and use of sequencing numbers

(13) Creating sets - grouping like objects or objects with a common property

The children were exposed to the concept and word "set" meaning group. In lessons, we found sets in the classroom and differentiated between one book and a set of books. The children responded to the question "What does the block go with" by matching it with a set of blocks. We sorted groups of items according to function to practice language Do we eat________?, is ______ an animal?, do we ride in a __________?

(14) Additional mathematical language

Some, all - the children with some repetition of command, can pick out all of a group of things in the classroom and in pictures.
How many - Incidental and specific usage of construction. Both sometimes need repetition before answer is given.

Ri.R. & Ro.R.

SPECIFIC TOPICS WORKED ON - OCTOBER - DECEMBER 1975

1. season of fall

   words and phrases used: squirrel, nut, leaf, tree
   changing colors, hiding nuts,
   leaves falling

   Ri points to and names the above words, as does Ro. They participated in games of hiding and counting nuts, we took walks and talked about the actions of squirrels and the leaves falling. They both seemed very interested in our exploring.

2. Concept of big, little, then little, bigger, biggest

   Both sorted little and big objects and followed directions to draw little and big circles.

3. firemen

   call the fireman, climb up the ladder

   During Fire Prevention Week, we saw the fire trucks come to Hobbit House. Also, we had explanations of what fire is and its effects on us, the need for firemen and what the job is.

4. alphabet

   Both identify and name all of the letters. Ri was hesitant on x, m and w, so we went over these. Ro. copied his name Dec. 11. We talked about words starting with a certain letter.

5. body parts and awareness

   Both identify parts of the face and major body parts.

6. shapes

   They identify and name the 4 shapes - circle, triangle, square and triangle. We found shapes in things around us.

7. Halloween

There was exposure to the Halloween rituals and vocabulary: Halloween, mask, pumpkin, witch, ghost, jackolantern, broom. They both enjoyed their participation in cutting out a jackolantern and making pumpkin pie.

8. Gingerbread Man

The story was done several times and then reinforced by making our own cookies which everyone enjoyed.

9. Same - differents

Both can point to 2 objects, felt figures or drawings that are the same. Ro. has imitated me saying 'same' in other situations. Question forms worked on were "Are they the Same?"

10. Family

The children were exposed to the family vocabulary and the concept of belonging to a family. There was discussion of roles - Daddy and Mommy working; children going to school.

11. Over - under

Both boys responded in a lesson to throwing a ball over or rolling it under a bridge. Also we wove paper strips under and over each other.

12. Process of baking

These times are fun and all of the children enjoy helping.

13. Float - sink

The children were exposed to this vocabulary at appropriate times in the activity; they experiment themselves at water play.

14. Foods

They participated in sorting pictures of food and not food and feeling for certain foods without looking. Exposure to question form "Is this food? and Do we eat __________?"

15. Thanksgiving

The children were exposed to the idea of being thankful for our food, stories of Indians and pilgrims. We made costumes of these and had art projects with turkeys.

16. Clothing and weather

Both identify and name pictures of snow, rain, clouds, and sun.. They participate as we pick out today's weather, asking'Is it raining today?' etc. We have discussed winter weather and the clothing for it, emphasizing cold and hot. They identify major articles of clothing and match them to each other. They name several clothing words also.

17. Christmas

The children were exposed to the concepts of Christmas including giving and receiving presents, the story of the Night Before Christmas and its vocabulary. We made presents and art projects of trees, Rudolph, decorations. We sang frequently at Hobbit House.

Leiss

Jennie E. Swanson, Director

248

1975-76

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 54

804 W. Bode Road

Schaumburg, Illinois 60172

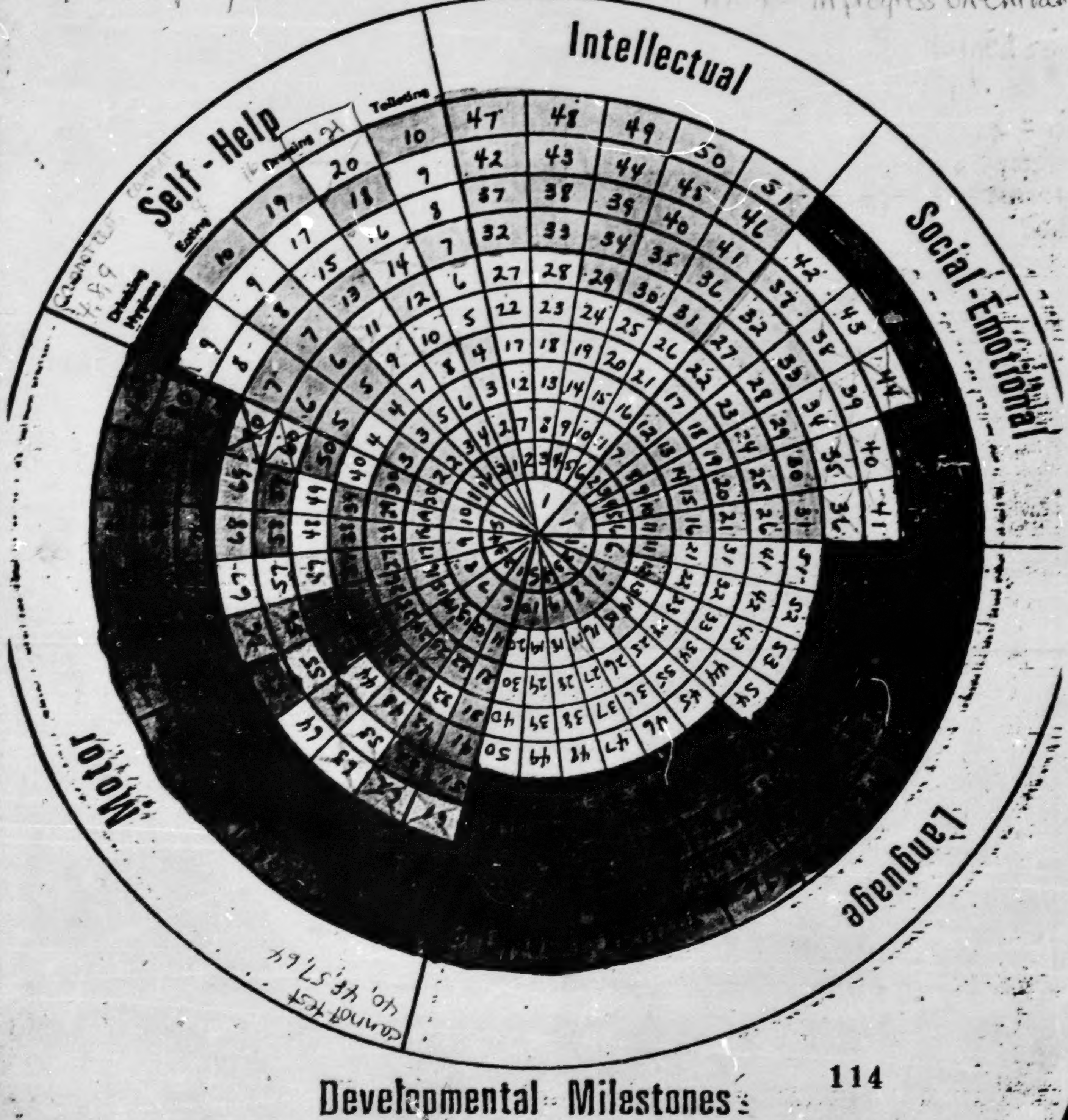
RI.R.

green: attained as of Jan. '76

x: in progress

red = attained on entrance

red x = in progress on entrance



cannot test 40, 48, 57, 64

Developmental Milestones

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Jennie E. Swanson, Director
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 54
804 W. Bode Road
Schaumburg, Illinois 60172

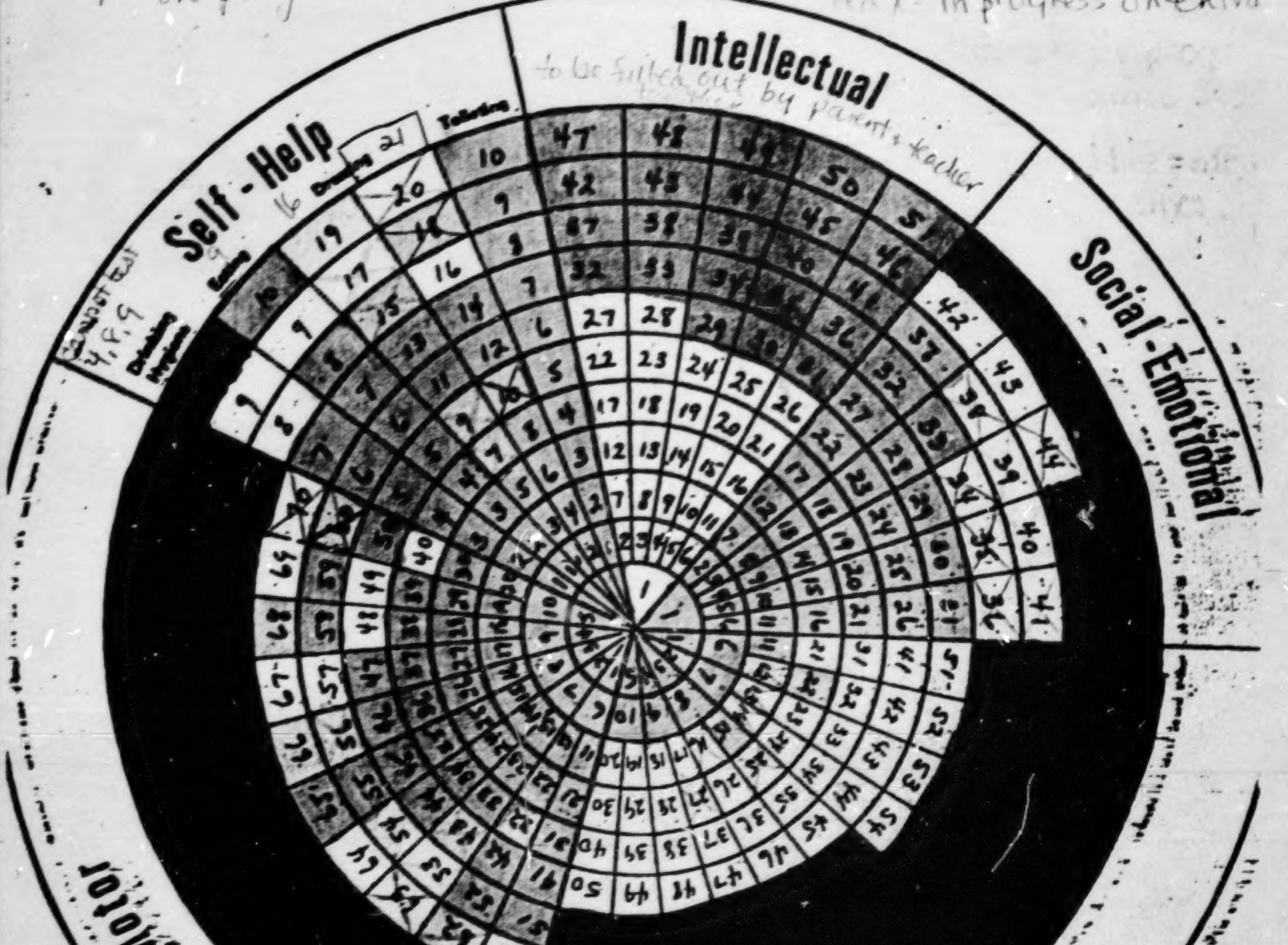
Leiss

249

Ro. R.

green: attained
as of Jan '76
x - in progress

red = attained on entrance
red x = in progress on entra



to be filled out by parent + teacher

cannot test 4, 8, 9

cannot test 40, 48, 57, 64

Developmental Milestones

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APPENDIX X

REPORT OF MS. JEAN KERN ON PARENT TRAINING SESSIONS

May 28, 1976

Robert H. Leiss, Ed.D.
Assistant Director of Special Education
Montgomery County Intermediate Unit
1605-B West Main Street
Norristown, Pa. 19401

Dear Dr. Leiss:

I have just completed the parent workshops on Speech and Language Development in the Pre-School Years. All of the parents who attended thought the program was very worthwhile. They were grateful for the opportunity to attend such a workshop and felt that it should be continued.

Approximately half of the parents indicated their reason for attending was a general interest in child development; the others had specific concerns regarding the speech and language development of their child. There was only two out of the total number attending who indicated having a child with another handicapping condition (one cerebral palsied and one hearing impaired).

There were several problem areas. Some of them should be handled by us and some by the individual schools. Two of our clinicians were placed in embarassing situations when they were asked about the workshops but were not aware that they were being offered by the Intermediate Unit. In both cases, I called the clinicians just a day or two too late. Before we send the letters to the districts, an announcement should be made in our staff meeting regarding the workshops.

As you know, our contact was with an administrator in each district. In several cases, the principals of the elementary schools did not understand what the program involved and were not able to answer questions coming to them from the parents. In the future, I must contact the principals before the letters announcing the program are sent to the parents.

In every district we were told that arrangements would be made for babysitting during the sessions. In two instances, the individuals responsible for arranging this decided it could not be done. It was very distracting for the parents and difficult for me with several children in these sessions.

The meeting room is the aspect of these programs which should not have caused any problem but was one of the biggest. These problems are discussed separately.

I have enjoyed doing the workshops and feel that the parents have benefited from them. I believe that it is worthwhile to continue them in future years. I feel, as most of the parents do, that the program should be made available before they have a child entering kindergarten. Several suggested working through the office of an obstetrician or pediatrician. The administrators in Perkiomen Valley and Springfield both mentioned presenting a similar program to nursery school and kindergarten teachers. Perhaps we could consider these suggestions and others.

Enclosed is a complete list of the workshops that were held, the number of parents attending, and several specific details about each. Also enclosed is a summary of the information obtained from the evaluation forms that were completed by the parents.

I will be happy to discuss any of this information with you or answer questions that you might have regarding it.

Sincerely,

Jean Kern

JK/lp
Enclosure

1975-1976 Workshop in the following School Districts:

Springfield
Abington
Perkiomen Valley
Upper Moreland

Workshop Number Total of 72 out of 114

Area ____________________

Clinician ____________________

WORKSHOP EVALUATION FORM

Reason for attending a workshop (please check those that apply to you).

2 We're expecting a baby

53 General interest in child development

36 Concern about how our child talks

_____ Other (please comment) - How to detect problems if they occur.

Circle the workshops you attended: 1st 2nd 3rd

How many children do you have_____ Ages ____________________

Do you think any of your children have a speech problem? _____yes, _____no.

Have any of your children received help from a speech therapist?

_____yes, _____no. What was wrong?

How valuable was the discussion of the development of speech and language to you? _____ extremely valuable, _____ moderately valuable, _____ somewhat valuable, _____ of little value.

What information presented in the workshop series was most helpful to you, and why?

*supplied reassurance
*informed me of what is normal development
*what parents can do to help

Others:
Places to go for help
thinking in terms of letters, not sounds before & phon. alpabet
nonfluency
hearing problems & voice problems

Have you changed any of your ideas about how speech and language develop as a result of the workshops? Please explain.

*have patience and don't pressure
*I took much for granted before

Others:
not to compare to other children
importance of setting example
gave me more interest in speech
develops earlier than I thought
voiced and unvoiced sounds

Check the area that was of most interest to you: _____birth-1 year, _____1-2 years, _____2-3 years, _____3-4 years, _____4-5 years, _____Non-Fluence, _____Voice Disorders.

*Implies that either majority or considerable number gave that suggestion

What suggestions mentioned in the workshops have you been able to try?

Please check any of the following areas you feel should have been discussed more fully.

8 Requirements for normal speech and language development

2 Importance of the stages of speech development prior to a baby's first words (crying, babbling, comfort sounds, etc.)

9 How parents should teach first words

20 How parents can help improve their child's sentence development

7 Non-fluency

6 Progression of speech and development

*27 How to help a child eliminate sound errors

*23 How to assist in vocabulary growth

9 Voice problems

_____ Others (please explain) - hearing problems, and other prob. and how to help
ways to correct speech and not make it seem
unnatural & other specific suggestions
how errors are corrected in therapy

How effective was the workshop leader in presenting the workshops?

* 61 extremely effective, 6 moderately effective, _____ somewhat effective,

_____ not effective. Comments: knew her material well, organized, took time
to answer questions, seemed at ease

How could the workshops be improved?

5 More tape recordings (What kind?) speech errors

3 More color slides (Of what?)

5 Better meeting room facilities

2 More informal workshop atmosphere

*18 Greater opportunity for parents to ask questions and participate in the discussion

_____ Other (please comment) more examples of technical terms
more sessions with more discussion
small group discussions
make available to more people by:
* - wider publicity
- using info. from census
- not waiting till k. reg. but earlier
- working through obstetrician and pediatrician to obtain people for workshops

(Continued)

*implies that either majority or considerable number gave that suggestion

Other ways to improve workshops: (Cont'd.)

* - supplying babysitting
- evening sessions both to include fathers and working mothers

do in the high schools before they have children

bring children to sessions for observations

add examples of sound omissions, distortions, etc. and what the therapist does to help correct

play the record How They Hear to show how a hearing loss affects speech

inform parents of groups such as Nursing Mothers, Childbirth Education Assoc., Nursery groups

at first session have parents give specific concerns so at last session you can deal specifically with them

Did you feel the number of workshop meetings was: _40_ too few, _25_ right number, ____ too many. *many suggested adding one more session

Did you feel the time length of the workshops was: _8_ too short, _*25_ about right, _1_ too long. (7 of these were from Springfield which was only 1½ hrs., not 2 hrs.)

How did you learn about the Speech and Language Workshop?

Who do you think would benefit most from the workshops? (Rank in order 1 - 2 - 3).

____ Expectant parents

____ Parents of very young babies

____ Parents with preschool children who have speech problems

List any friends you would like to have invited to a workshop series.
Please give name and address.

1. ____________________
2. ____________________
3. ____________________

PLEASE USE THIS SPACE FOR ANY ADDITIONAL COMMENTS:

The book was very helpful.

I would like to know more about speech development on a grander scale such as bilingual and future language skill development, etc.

The results from the speech and hearing tests should be reported to the parents even if they are normal.

*implies that either majority or considerable number gave that suggestion

APPENDIX Y

STATUS REPORT TO PROJECT CONNECT
OF MARCH, 1976

IU # 23

We have found that, in many EHA-B programs, job titles do not clearly indicate job responsibilities. We need a better understanding of who does what. Who should receive mailings of information related to the various EHA-B program components?

	Name of Person(s) Most Involved in Managing the Service Component
Awareness Campaigns	Information Specialist
Child Location	Information Specialist
Identification	Case Manager
Diagnostic Evaluation	Psychologist
Programs and Services	Case Manager
Child Tracking	Case Manager
Resource Information	Information Specialist
Management and Accountability Information	Project Director

The following items ask about the status of the operating procedures for your EHA-B programs. In any case where your program has documented procedures, please send CONNECT a copy. The material you send will be used only for planning, and will not be shared among programs without your permission.

DIRECTIONS: Please check the box that best describes status on each component.

	Not yet developed	In use but not documented (Unwritten)	In use and documented
Awareness Campaigns Detailed procedures (including message content, media, timelines, etc.) for conducting an ongoing awareness campaign. Please remember to send copies of developed print items or scripts of developed mediated items.	☐	☐	☒ *
Location Recommended procedures (e.g., questions for census takers) for finding children thought to be handicapped.	☐	☒	☐ *
Identification Procedures (e.g., multidisciplinary test) for screening children for possible handicaps.	☐	☐	☒ *
Diagnostic Evaluation Procedures for assessing or securing evaluation of the developmental status and programming needs of handicapped children.	☐	☒	☐ *
Programs and Services Procedures for identifying (e.g., directories of services) and utilizing available programs and services.	☐	☒	☐ *
Child Tracking Procedures for collecting, storing updating and retrieving specific information about individual children who are supported by EHA-B funding.			
Paper files	☐	☒	☐ *
Computer processing	☒	☐	☐ *

*If you check this box, please send CONNECT a copy of the documents.

March 23, 1976

Mr. Fred Davis
CONNECT
1-A North Progress Avenue
Harrisburg, PA 17109

Dear Fred:

Enclosed please find the information as requested by Dr. Makuch in his recent memo concerning the status of EHA-B Programs.

Sincerely,

Robert H. Leiss, Ed.D.
Assistant Director
of Special Education

RHL/dmb

Enclosures

cc: Dr. Dennis Harken
Dr. Lester Mann
Dr. Barton Proger

APPENDIX Z

FINAL BUDGET STATUS AFTER REVISION OF MAY 26, 1976

BUDGET REVISION JUSTIFICATION

Title VI-B, EHA
Project No. 48-05023-46-380
May 26, 1976

Note: All decreases listed below are due to actual expenditures being less than originally anticipated needs, especially in the areas of salaries, travel, and contracted services.

Category	Original Budget	Revised Budget	Change
0100	250.00	250.00	0
0213	10,575.00	9,375.00	-1,200.00
0216	15,770.00	11,784.00	-3,986.00
0219	23,240.00	18,000.00	-5,240.00
0221	400.00	400.00	0
0222	6,582.00	5,582.00	-1,000.00
0223	200.00	200.00	0
0224	150.00	150.00	0
0229	650.00	350.00	- 300.00
0231	5,920.00	3,420.00	-2,500.00
0239	9,000.00	3,712.00	-5,288.00
0250	38,489.66	28,489.66	-10,000.00
0313	13,985.00	10,985.00	-3,000.00
0320	3,000.00	2,200.00	- 800.00
0631	2,360.00	1,560.00	- 800.00
0831	3,814.20	3,814.20	0
0832	3,721.33	3,721.33	0
0833	161.81	161.81	0
0834	3,936.00	3,936.00	0
0838	3,750.00	3,750.00	0
1243	895.00	895.00	0
1244	3,150.00	3,150.00	0
TOTAL	150,000.00	115,886.00	-34,114.00

May 26, 1976

Mr. Henry Hobaugh
Administrative Assistant
PENNSYLVANIA DEPARTMENT OF EDUCATION
Division of Special Education
Box 911
Harrisburg, PA 17126

Dear Gene:

A budget revision is being generated in anticipation of our being unable to judiciously expend approximately $35,000 out of this year's Title VI allocation.

Sincerely,

Robert H. Leiss, Ed.D.
Assistant Director
of Special Education

RHL/dmb

Enclosure

cc: Dr. Dennis Harken
Dr. Barton Proger
Mr. William Eaton
Mrs. Marge Simons

Leiss

263

COMMONWEALTH OF PENNSYLVANIA - DEPARTMENT OF EDUCATION

FEDERAL PROJECT APPLICATION
(P.L. 89-313 and Part B, EHA)

SESE-1432 (10/74) FORMERLY OE-FORM 9025)

(CHECK ONE)
☐ APPLICATION
☒ REVISION
☐ REPORT

INSTRUCTIONS: Application - three copies of form, budget breakdown, narrative and abstract of narrative: Revision - three copies of form, budget breakdown and justification: Report - one copy of form and narrative evaluation. Submit to the Department of Education, Division of Special Education, Box 911, Harrisburg, Pennsylvania 17126.

APPLICANT AGENCY

NAME OF ADMINISTRATOR - LAST: Leiss
FIRST: Robert
MIDDLE INITIAL: H.

NAME OF AGENCY: Montgomery County Intermediate Unit #23

ADDRESS - NUMBER AND STREET: Colony Office Building
6198 Butler Pike
CITY: Blue Bell
STATE: PA
ZIP CODE: 19422

COUNTY: Montgomery
AREA CODE AND PHONE NUMBER: 215 - 539-8550
EXTENSION: 210
AMOUNT OF FEDERAL FUNDS REQUESTED: $ 115,886.00

LEGISLATIVE FUNDING AUTHORITY (CHECK ONE)
☐ P.L. 89-313
☒ PART B, EHA

PROJECT DURATION
FROM (MONTH, DAY, YEAR): 7/1/76
TO (MONTH, DAY, YEAR): 6/30/76

TITLE OF PROJECT: A Plan for Initiation of Services to Handicapped Children not Previously Served

PDE USE ONLY

DATE RECEIVED

PROJECT NUMBER

DATE APPROVED

AMOUNT APPROVED

SIGNATURE

SEA RATING

STATISTICAL INFORMATION
(Application - Give estimated number of personnel and children served. Report - Give actual number of personnel and children served.)

	A. CHILDREN RECEIVING SERVICES							B. PROJECT PERSONNEL PAID FROM FEDERAL PROJECT FUNDS				C. PERSONNEL RECEIVING INSERVICE TRAINING FROM FEDERAL PROJECT FUNDS			
	NUMBER OF CHILDREN SERVED							NUMBER OF PERSONNEL PAID				NUMBER OF PERSONNEL TRAINED			
TYPE OF HANDICAPPED CHILDREN SERVED	0-2 YEARS	3-5 YEARS	6-9 YEARS	10-12 YEARS	13-18 YEARS	19 AND OVER	TOTAL	TEACHERS	TEACHER-AIDES	OTHER PERS.	TOTAL PERS.	TEACHERS	TEACHER-AIDES	OTHER PERS.	TOTAL PERS.
TRAINABLE MENTALLY RETARDED	3	13					16							16*	16
EDUCABLE MENTALLY RETARDED	9	29					38							38	38
LEARNING DISABLED	21	44					65							65	65
EMOTIONALLY DISTURBED		49					49							49	49
OTHER HEALTH IMPAIRED										5	5				
CRIPPLED	1	4					5							5	5
VISUALLY HANDICAPPED	0	2					2							2	2
DEAF-BLIND															
DEAF															
HARD OF HEARING	1	4					5	1			1			5	5
SPEECH IMPAIRED	15	89					104							104	104
TOTAL	50	234					284	1		5	6			284	284

PROJECT EXPENDITURES

(Application - Give estimated dollar amount of Federal Funds required. Report - Give actual expenditures and unliquidated obligations.)

EXPENDITURE ACCOUNT	ACCOUNT NUMBER	SALARIES	CONTRACTED SERVICES	OTHER EXPENSES	TOTAL
Administration	0100		250.00		250.00
Instructional Salaries	0200	39,159.00	28,489.66	13,814.00	81,462.66
Pupil Personnel Services	0300	10,985.00		2,200.00	13,185.00
Health Services	0400				
Pupil Transportation	0500				
Operation and Maintenance	0600			1,560.00	1,560.00
Fixed Charges	0800			15,383.34	15,383.34
Food Services	0900				
Student Activities	1000				
Community Services	1100				
Instructional Equipment	1243			895.00	895.00
Noninstructional Equipment	1244			3,150.00	3,150.00
				GRAND TOTAL	115,886.00

FEDERAL FUNDING BREAKDOWN

BY TYPE OF HANDICAPPED CHILDREN BENEFITING	AMOUNTS
Trainable Mentally Retarded	$ 13,176.24
Educable Mentally Retarded	24,197.00
Learning Disabled	5,932.36
Emotionally Disabled	4,473.20
Other Health Impaired	-0-
Crippled	3,302.75
Visually Handicapped	1,251.57
Deaf - blind	-0-
Deaf	-0-
Hard of Hearing	26,595.84
Speech Impaired	36,957.04
TOTAL HANDICAPPED	$ 115,886.00

TYPE OF CHILDREN	NUMBER OF CHILDREN
Children age 6 and over participating in preschool activity	284
Students participating in voc-ed activity	
Severely handicapped children participating directly	4
Children from low income families participating	
Children enrolled in nonpublic schools	
Additional children rec. only incidental serv.(indirect)	
American Indian children involved	
Black children involved	
Oriental children involved	
Spanish surnamed children	
Parents receiving direct services	284

CERTIFICATION

I CERTIFY that, to the best of my knowledge, the information contained in this application is correct and complete and that the applicant Agency has authorized me, as its representative, to give assurances and to file this application.

APPLICANT AGENCY IS IN COMPLIANCE WITH THE CIVIL RIGHTS ACT OF 1964.

TYPED NAME OF AUTHORIZED REPRESENTATIVE	SIGNATURE OF AUTHORIZED REPRESENTATIVE	DATE
Dr. Dennis Harken, Executive Director	Dennis Harken WE	5/26/76

Major Category Number	Expenditure Account	Salaries	Contracted Services	Expenses	Total
0100	Administration				
	Audit		$ 250.00		
	Sub-Total				$ 250.00
0200	Instruction				
	0213				
	Teacher of the Deaf	$ 9,375.00			
	0216				
	Case Manager	$11,784.00			
	0219				
	Head Information Specialist	$ 5,958.00			
	Asst. Information Specialist	$ 5,850.00			
	Asst. Information Specialist	$ 6,192.00			
	0221				
	Textbooks			$ 400.00	
	0222				
	Supplies:				
	Hearing Impaired Class			$ 600.00	
	Other Project Staff Members			$ 487.00	
	Stimulation			$ 3,400.00	
	Information & Case Managers			$ 1,095.00	
	0223				
	Library Books			$ 200.00	
	0224				
	AV Materials			$ 150.00	
	0229				
	Other Expenses:				
	Hearing Impaired Class			$ -0-	
	Other Project Staff Members			$ 350.00	
	0231				
	In-Service:				
	Hearing Impaired Class			$ 1,900.00	
	Stimulation			$ 500.00	
	Tuition:				
	Hearing Impaired Class			$ 240.00	
	Information & Case Managers			$ 780.00	

Major Category Number	Expenditure Account	Salaries	Contracted Services	Expenses	Total
	0239				
	Travel:				
	Hearing Impaired Class			$ 1,712.00	
	Other Project Staff Members			$ -0-	
	Stimulation			$ -0-	
	Information & Case Managers			$ 2,000.00	
	0250				
	Contracted Services:				
	Hearing Impaired		$ 1,640.00		
	Diagnosis and Evaluation		$ 6,589.66		
	Data Processing		$ -0-		
	Computer Consultant		$ 3,700.00		
	Dissemination		$12,060.00		
	Bookkeeping		$ 4,500.00		
	Consultation - Stimulation		$ -0-		
	Sub-Total	$39,159.00	$28,489.66	$13,814.00	$ 81,462.66
0300	Pupil Personnel Services				
	0313				
	Psychologist	$10,985.00			
	0320				
	Supplies:				
	Diagnosis and Evaluation			$ 2,200.00	
	Sub-Total	$10,985.00		$ 2,200.00	$ 13,185.00
0600	Operation and Maintenance				
	0631				
	Phone:				
	Hearing Impaired			$ 260.00	
	Information & Case Managers			$ 1,160.00	
	Stimulation			$ 140.00	
	Sub-Total			$ 1,560.00	$ 1,560.00
0800	Fixed Charges				
	0831				
	Retirement:				
	Hearing Impaired			$ 634.50	
	Psychologist			$ 839.10	
	Information & Case Managers			$ 2,340.60	

Major Category Number	Expenditure Account	Salaries	Contracted Services	Expenses	Total
	0832				
	Social Security:				
	Hearing Impaired			$ 618.64	
	Psychologist			$ 819.40	
	Information & Case Managers			$ 2,283.29	
	0833				
	Workmen's Compensation:				
	Hearing Impaired			$ 26.44	
	Psychologist			$ 35.84	
	Information & Case Managers			$ 99.53	
	0834				
	Insurance:				
	Hearing Impaired			$ 656.00	
	Psychologist			$ 656.00	
	Information & Case Managers			$ 2,624.00	
	0838				
	Rent:				
	Information & Case Managers 400 sq. ft. x $6.25		$ 2,500.00		
	Other Project Staff Members 200 sq. ft. x $6.25		$ 1,250.00		
	Sub-Total		$ 3,750.00	$11,633.34	$ 15,383.34
1243	Instructional Equipment				
	Tape Recorder - Stimulation			$ 200.00	
	Projector - 16 mm - Stimulation			$ 695.00	
	Sub-Total			$ 895.00	$ 895.00
1244	Non-Instructional Equipment				
	Desk - Psychologist			$ 200.00	
	Chair - Psychologist			$ 81.00	
	Filing Cabinet - Psychologist			$ 225.00	
	Secretarial Desk - Information and Case Managers			$ 300.00	
	Secretarial Chair - Information and Case Managers			$ 81.00	
	Typewriter - Information and Case Managers			$ 520.00	

Major Category Number	Expenditure Account	Salaries	Contracted Services	Expenses	Total
	Filing Cabinets (4) - Information and Case Managers			$ 900.00	
	Single Desks (3) - Information and Case Managers			$ 600.00	
	Chairs (3) - Information and Case Managers			$ 243.00	
	Sub-Total			$ 3,150.00	$ 3,150.00
	GRAND TOTAL				$115,886.00

APPENDIX AA

SUMMARY OF TALK SUBMITTED TO AMERICAN SPEECH AND HEARING ASSOCIATION CONVENTION FOR 1977

Title: Guided Integration for the Pre-School Child with a Hearing Impairment

Authors: Janet E. McBride, Montgomery County Intermediate Unit, Norristown, Pennsylvania
Kathleen Bachus, Montgomery County Intermediate Unit, Norristown Pennsylvania

Members of the American Speech and Hearing Association

Equipment: Single microphone
Slide projector

Session Type: No preference for format

Time required: 15 minutes

Content area: Habilitative audiology (5)
Language Development and Psycholinguistics (9)

GUIDED INTEGRATION FOR THE PRE-SCHOOL CHILD WITH A HEARING IMPAIRMENT

Janet E. McBride, Montgomery County Intermediate Unit, Norristown, Pennsylvania
Kathleen Bachus, Montgomery County Intermediate Unit, Norristown, Pennsylvania

Based on an analysis of program needs and children's abilities, the concept of guided integration was developed and implemented for three- and four-year-old children with varying degrees of hearing impairments. This paper defines the three aspects of the program model, the rationale for its adoption, the goals designed to meet the children's composite needs, and both the advantages and disadvantages resulting from implementation.

GUIDED INTEGRATION FOR THE PRE-SCHOOL CHILD WITH A HEARING IMPAIRMENT

It has been established that early identification coupled with consistent use of appropriate amplification and language training is essential to the hearing impaired child's development. Many programs have been designed to take advantage of the early critical language learning years, however, for various reasons, the delivery of services may differ.

The three-pronged model designed for the Montgomery County Intermediate Unit program for pre-school hearing impaired children encompasses guided integration in a regular nursery school, structured lessons at our day school, and a comprehensive parent training program. Due to the varying degrees of hearing loss, the different levels of language development and the diversified home environments of 8 three- and four-year-old children, this overall design was developed to meet the composite needs of the group.

Program Design

Opportunity for guided integration in a regular nursery school is provided to 4 children two mornings a week and to 4 other children three mornings a week. Our pre-school teacher of the hearing impaired accompanies the children to school in order to guide and encourage them in meaningful communication and social interaction with their hearing peers. As she is considered a member of the teaching staff, she is involved in planning all school activities and has the hearing children in her group on a rotating basis.

In order to build a basis for successful integration, opportunity is also provided for more structured lessons emphasizing individual, specific skills and emerging language. Children attend this afternoon program at our day school on alternate days from their morning sessions. Social interaction with older hearing impaired children is encouraged within this environment.

Parent understanding, support, and involvement is an essential component of this model. The weekly parent training sessions, based on an educational and psychological model and involvement in the classroom on a regular basis, help develop coping behavior, reinforce learning, and increase communication in the home.

Program Goals

Working within this framwork, the following goals were defined to encompass the total needs of the children. Specific objectives were also written for each child. (1) Development of receptive and expressive language skills through the use of total communication; (2) Development of maximal use of residual hearing through training and use of amplification; (3) Development of a strong self-concept; (4) Development of ability to interact with both the hearing and the hearing impaired; (5) Development of cognitive skills through guided exploration, discovery and experimentation; (6) Ongoing diagnosis and evaluation; (7) Parent involvement and training; (8) Development of an understanding of hearing loss within the community.

Comments on Program Implementation

During the past year, the faculty and students at Gwynedd Mercy College have learned a great deal about the effects of a hearing loss. Those involved with the children enrolled in their nursery school have worked closely with the Intermediate Unit staff assigned to this program. This close working relationship has been both beneficial and rewarding. On the whole, we all have been gratified and excited with the results of efforts to attain our goals.

In conclusion, we must state, however, that there have been both advantages and disadvantages in adopting this design. All aspects of nursery school, the teachers' ability to handle two programs, parent support, childrens' readiness for integration and available supervision must be looked into carefully before plans are initiated. The design then must fit into the overall plan for the childrens' learning so that an orderly sequence is followed.

Both the children and all the adults have enjoyed their part in implementing our concept of guided integration. Because it has been a successful year for us, we want to share these ideas with you in the hope that others may benefit from developing a similar kind of program.

Note: The program design, goals, advantages, and disadvantages will be explored in depth in both the discussion and handout package.